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ABSTRACT

Representatives of business, industry, agriculture, government, and education participated in the symposium, sponsored by the Ohio State University College of Education with the purpose of studying how leaders in these areas might join in a coordinated effort to make it possible for every citizen of the state to develop a vocation. Papers were presented in relation to six major areas. Presentations on vocational education in Ohio included speeches by James A. Rhodes, Byrl R. Shoemaker, and three recent graduates of Ohio Vocational programs. Other presentations concerned: (1) vocational education in service to all mankind, (2) the role of business and industry in assisting vocational education to fulfill its responsibilities, (3) industrial expansion and relocation as related to vocational education, (4) three challenges to vocational education--how to reach the parents, the emerging megalapolis, the function of guidance, and (5) emerging career patterns in manpower development. (JK)

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Learning to Serve to Earn.

A Report of the Governor's Symposium

VOCATIONAL
EDUCATION

Prepared and Edited by
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and
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April 8 and 9, 1969
The Neil House Motor Hotel
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"LEARNING TO SERVE TO EARN"

A Report of The Governor's Symposium on VOCATIONAL EDUCATION

April 8 and 9, 1969, Columbus, Ohio

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Robert M. Reese, Symposium Chairman
Joseph K. Wittemann, Symposium Coordinator

Sponsored by The Ohio State University
College of Education
Columbus, Ohio

July 1969

INTRODUCTION

Vocational-Technical Education

Ohio as an industrial state is in the midst of a technological evolution that has been sweeping the country. Ohio has become one of the top industrial states in the Union due to her wealth of skilled and technical manpower, her geographic location, and her natural resources. Ohio's chief resources, however are the ingenuity and skill of its people. And like other resources, skilled manpower, must be cultivated and replenished.

The massive technological advances have made man's back obsolete. For the first time in the history of mankind, a person's physical strength cannot guarantee him a living. The price of the services of a technological age to the individual is better education and preparation for earning a living. The unskilled jobs that can be learned with the pick-up method are fast vanishing from our American scene.

A most fundamental fact of life is that people need jobs, not only as a means of earning a living, but as a basis for identity, a basis for participating citizenship, a basis for worthy leisure, a basis for participating in the fruits of a technological society. Just as people need jobs, jobs need people. The growth of industry and business depends upon the skilled and technical people available. The many newspaper advertisements mirror this dependency. People who do the hiring in our industries and business are ever searching for talented, knowledgeable, and trained youth and adults. They are not looking for people who will do anything, but rather for people who are in the know and who can contribute positively to the economy.

It becomes the responsibility of all of us to make known to Ohio's people the many opportunities which Vocational-Teaching Education can provide its citizens. Through a cooperative thrust and a comprehensive plan coordinating all of Ohio's resources. Ohio can assist ALL of its people to realize occupational productivity and contribution to and through Vocational Education.

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OBJECTIVES AND PURPOSES

Robert M. Reese*

We most cordially welcome and congratulate you on your willingness to become a part of these important two days. As you can see from the program, our theme for this symposium is "Learning to Serve to Earn." We think this theme depicts the purpose of vocational education. We believe the symposium plan, as well as our outstanding program participants both from within and outside the State of Ohio, will contribute to a challenging and invigorating exchange of ideas for the next two days.

Years ago Benjamin Franklin stated, "He who has a trade, has an estate." Perhaps we can paraphrase this today to, "He who has a vocation has an estate," to help people throughout the State of Ohio develop themselves so that they can establish an estate, in terms of providing service and in earning their livelihood. I believe those of you here today would agree that unemployment and welfare are degrading; it results in the loss of individual pride, as well as to the demise of democratic citizenship.

Ohio, and the nation, is beginning to recognize and awaken to the dire personal consequences if individuals are not self sufficient. While this degradation of human dignity is of parallel importance, each of us is also becoming more and more aware of the cost to our economy and to our citizens as a result of the rising welfare and crime rate. Much of the cause in both these areas, I believe, is connected to what develops or fails to develop in young people as a result of our present educational system. Our traditional educational system continues to give more and more to those few who can understand and profit from the study of symbols, theories, and principles, while providing less and less to the many whose learning ability is directly related to the practical application of these principles. For the latter, education must be relevant. It must be a useful tool and meaningful to the student in terms of his goals.

This symposium has been planned in an attempt to focus the combined experience and intelligence of all these present to the question: How can we, as leaders of business, industry, agriculture, government, and education, join in a coordinated effort to make it possible for every citizen of the state, young and old, to develop a vocation, or if you wish, an estate. This is our challenge for the next two days. We are highly motivated to this task. This is evident by this unique group of participants. Each of you could have remained home managing your own business, but instead you are indicating by your presence your concern for helping people become productive citizens of the State of Ohio.

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* Dr. Robert M. Reese is the Chairman of the Academic Faculty for Vocational-Technical Education, The Ohio State University.

To further set the stage for our deliberations, we should first clarify the breadth of our educational concern. For this two-day meeting, the term vocational education is meant to reflect all types of educational programs below the baccalaureate degree level which has as its major purpose the preparation of individuals for employment, or upgrading those already employed. The vocational education family is a large one, and is administered in a variety of ways, in various states. In Ohio, for example, the occupations ranging from those considered highly skilled down to those of lesser sophistication are provided by programs for high school youth, out-of-school youth, and adults under the overall administration of the State Board of Education. The highly technical occupations or paraprofessions, such as in those where technicians are employed, are prepared in technical institutes, community colleges, and colleges which, in Ohio, operate under the State Board of Regents.

We are particularly pleased that this symposium is concerned with the total program of work-oriented (vocational) education.

A PLAN FOR ACTION

To develop a comprehensive plan for coordinating the resources of business and industry, civic and social organizations, and education in order to assist all of Ohio's people through Vocational-Technical Education necessitates the cooperation of all people. The participants of the symposium through major speeches and group discussion identified areas of concern and posted recommendations for action. These are presented below.

I. To Reach the People:

Some of the problems and questions identified and discussed were as follows:

A. Is there an image gap from which vocational-technical education suffers?

B. Whose responsibility is it to inform the community of vocational education offerings?

C. Can education and industry work as a team in informing parents?

D. Are there specific steps which can be taken to reach the community?

The questions as stated suggest that communication is the core problem.

The difficulty in communication is usually associated with method.

The method of communication must be structured to effectively relate to that section of the population to which the question addresses itself.

It is mandatory that the population must be assessed in terms of commonality of characteristics to determine method and approach.

Some of the characteristics generally generic to the population in question are as follows:

—The survival goal pre-occupies and dominates daily activities.

—Total confrontation with the immediate frustrating environment negates the importance of preparation for confrontation with a difficult and unfamiliar environment.

—Written communication is not basically the predominant method of exchanging thoughts, thus not always appreciably understood.

—The population is generally withdrawn in terms of the total integrated economic and social community regardless of color or nationality.

—This segment of the total population has been subjected to being victimized by "over sell" and under achievement or return.

—As a group, it is abnormally mistrustful of things not understood or experienced.

—The home environment is weakened by the absence of one or more factors normally considered essential in the sound family structure.

If one studies carefully those characteristics which are generally generic to the segment of the population considered and can accept them as a basis for critical evaluation of various methods of communication, it becomes obvious that mass media communication regardless of approach simply cannot in and of itself reach either the parent or the child to the degree necessary.

A study of those characteristics does indicate that the method finally determined must possess the following:

—It must be personalized to meet individual needs for information.

—It must be based upon near term goals first and long term goals second.

—It must encourage rather than frighten.

—It must provide facts that relate to the individual and his immediate environment.

—It must be realistic in terms of language use and visual communication techniques.

—It must be executed by people who can relate to the individual's situation.

Based upon the above, the following recommendations were made as possible means to resolving this issue. Three groupings were identified through which people can be reached and informed. These are (A) businessmen and industrialists, (B) educators, and (C) youth. Needless to say, all discussion groups were aware of limitations and incongruent expectations as well as realizing the need for a team approach. The groups also made mention of specific means, involving the mass media. These will be reported under a miscellanea rubric.

A. Business and Industry

1. Increase public relations with local schools and community centers.
2. Support education ventures.
3. Participate actively in career-day programs.
4. Set up public displays.
5. Increase speaker's program to include social organizations—Women's Club, Ladies Auxiliaries, etc.
6. Make available information concerning job openings and job description.
7. Encourage group contact between students, school officials, and business representatives to provide dialogue on programs, needs, etc.
8. Industry can advertise the importance of a variety of skill occupations, in addition to management and highly technical areas.

B. Education

1. Do not create a split between programs (academic versus vocational). Both fulfill a necessary requisite.
*2. Begin expanding the world of work in the elementary school by involving parents.
3. Invite parents to speak of their occupations at career-day meetings, in classrooms, to parent-teacher associations, etc.
4. Utilize retired business personnel to speak at parent education gatherings.
5. Provide opportunities for parents to accompany a class on a tour (or tours) of businesses.
6. Develop a parent vocational interest group to arrange class experiences.
7. Invite parents to tour vocational schools and centers.
8. Continue expanding adult offerings in the existing joint vocational centers, vocational high schools, and technical institutes.
9. Provide for adequate counseling. This means knowledge of and experience in industry and business.
10. Utilize vocational educators to perform counseling and personnel relations activities.
11. Conduct seminars on the world of work for parents.

C. Youth

1. Involve the young people in vocational education curriculum planning.
2. Sponsor tours to various industries.
3. Teach the youth the meaning of work.
4. Coordinate parent-son or daughter participation in skill projects.
5. Have successful graduates speak to joint parent-youth seminars or assemblies.
6. Have the program reflect their needs of youth and parents.
7. Form active chapters of the several youth clubs—VICA, DECA, FHA, etc., and involve parents.

D. Miscellaneous

Many groups referred to the "hard sell" attitude of many vocational educators. This attitude was manifested in a need to change the title, restructure the credit-time system, autonomies, etc., all leading to an image change. Some credulence does exist, for the parents of today

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* This recommendation was made by every panel, without exception. As such, it becomes increasingly clear that the world of work must be a developmental concept through which the individual grows.

are fearful of an uncertain future and have been taught that academic (college) pursuits are directly related to success, happiness, freedom from drudgery, etc. Certainly this posture is subject to investigation. Nevertheless, many people—parents especially—are victims of the college over-sell. As a result, an image break is in the offing. To accomplish this task, a variety of techniques must be employed by the vocational educator at the state and local level. Among some mentioned are:

1. Have a full-time public relations man at the state level.
2. Produce and distribute documentaries on a) programs, b) follow-up, c) coordination, d) facilities, e) the students, etc.
3. Repetitive advertisement on radio, television, or via newspaper and magazines.
4. Sponsor state and local career day(s).
5. Initiate a state vocational education week with related activities.
6. Produce a continuing series of vocational education forums, speaking to issues and trends for TV and radio.
7. Conduct several "open house" forums for public participation.

It is further suggested that government defray the costs involved in the program including employment of qualified personnel from the institutions suggested who are assigned to the program on a part-time or full-time basis, organization and dissemination of information available relating to Vocational Education programs, mass media advertising in support of local efforts, and such other costs to insure proper implementation and follow-up of that phase of the Vocational Education program related to communication of information discussed above.

II. To Assist the Cities:

America has been witness to a phenomena which has been years in the making. Since the beginning of the technological age, our cities have been encountering a tremendous influx of people. Many of these individuals have left the farm, the distant suburbs, the pockets of rural poverty, or emigrated from foreign counties, in an attempt to reorder their lives. Perhaps the most predominent factor to influence this influx is the aura of economic security. To these people, the cities hold the promise of jobs, and jobs to them mean a better life.

The cities, in most cases, were not prepared for this onslaught. They were not ready to provide adequate facilities for housing, schooling, or job training. As a result, pockets of despair developed. A ghetto culture was given impetus for growth. It has taken time for the cities to adequately meet the needs and demand of their various public. Initially, the steps taken were crisis or "bandaid" oriented. The cities with state and federal support recognized their responsibilities to the people. Plans for uniting all agencies—business, government, social, civic, and educational—in a common effort to secure operable and effective programs to reduce our cities' blight were undertaken. Time will measure their effectiveness.

Vocational-technical education has become a key concept in assisting the reduction of city problems. Education for occupations, or as the theme of the symposium implies, "Learning to Serve to Earn," can and will provide our youth and adults with a means to alleviating their personal deprivation problems. Thereby, a comprehensive vocational education system, one which, as the 1968 Amendments to the 1963 Perkins Act calls for, will provide that all people can and must be assisted. This has phenomenal implications to the cities as well as to the total population.

The following questions were raised by the symposium:

A. Is there need for differential approaches to educational problems in different areas of the state?

B. How can schools, industries, and citizens pool efforts to divert inefficiency and wasteful practices in programming toward more productive vocational education programs?

C. Can the city population be motivated to successfully accept vocational education?

D. Is there a need for an attitude change to be undertaken prior to effective change?

E. Where does the responsibility lie for providing a new direction for vocational Education in the big cities?

Conclusions

1. *The question of coordination:* More coordination is necessary between all agencies involved in educating our people for the world of work. This would involve the establishment of a central advisory committee, comprised of parents, educators, businessmen and industrialists, and civic representatives. In centralizing the effort considerable duplication of effort and financial waste, vested interest, snobbery and bigotry could be eliminated or at least aired for discussion. Central coordination could pave the way to a realistic construction of job availability centers, mass media advertisement, public forums, and most important, a source of program construction based on needs of the people.

2. *The question of readiness:* It was again suggested that vocational orientation be explored during the formative years of the child's education. This would involve a developmental approach beginning wth a general introduction to work and workers, culminating in the last two years of

high school in the effective placement to a specific career field. As such, this process could provide the youth with a fuller understanding of "what" or "where" his interests lie. Proper guidance would assist the youth to making and clarifying his personal career objective earlier and over a longer period of time, rather than forcing an irrational decision at the 10th grade or time of graduation. The development of a work concept in this manner would allow a realistic appraisal of self devoid of the inconsistencies wrought by sudden panic.

3. *The question of attitude:* City youth have distinct conceptions of life in variance with either suburban or rural environs. As such, they have developed attitudes peculiar to their existence. In order to overcome many of the negative attitudes developed through hardship and deprivation, extensive educational-social programming is necessary. For these individuals to succeed in work, a reduction of self-work concept must be enacted. In a unified effort, the dignity of work and for the worker can be instilled. Some suggestions made in relation to this task are as follows:

   a. Utilize success stories of graduates from vocational schools.
   b. Utilize optimum counseling.
   c. Provide personal successes in projects undertaken.
   d. Provide for meaningful experiences away from the city.
   e. Approach the world of work realistically.
   f. Involve the students in all phases of career exploration to learn by doing.

4. *The question of motivation:* Alice Widener, in discussing the students at the Mahoning County Residential Vocation School and the Thomas A. Edison High School in Cleveland, indicates that the existence of effective vocational programs are motivating forces alone. However, as was suggested in discussion, information concerning existing opportunities must be conveyed to the city youth. Interest must be pursued and capitalized upon.

5. *The question of facilities:* Special programs need be established in facilities where success can be nurtured in the unsuccessful. The sheltered workshop approach whereby coordination of education and practical experience is high can provide for the acquisition of both necessary skills and worker attitude. Perhaps the greatest boon to the accomplishment of these two requisites are the residential vocational centers. Although it is advisable to change the environment of the student during his training. It was suggested that a "half-way house" approach be incorporated in the cities. This would permit intensive follow-up, additional education in personal-social effectiveness, counseling, health treatment, etc. Too often the graduate passes into ignominity without being fully aware of the many facets—beyond technical competence—which measures success.

III. To Utilize the Counselor:

Vocational education is only as effective as are its supporters and detractors knowledgable of what it attempts to accomplish. The key to effectiveness then is knowledge; that is, being informed of what courses and programs are offered, entrance requirements, business and industry needs, manpower needs, skills desirable, etc. Such information must be related to the community from the school, or *visa versa,* from the community to the school in an on-going exchange of ideas.

The vocational guidance counselor can, if given the support, fill the community liaison role. Since he is pupil-student oriented and also future sighted, his task in opening the doors to opportunities for his students is facilitated. The question concerning the counselor's legitimacy, in spite of his orientation or visionary ability is, however, readily raised. Apparently the vocational educator does not trust the guidance personnel. Thus far the reasons given for the mistrust are:

1. **He is a generalist.**
2. **He only works with college bound.**
3. **He thinks that vocational education is a dumping ground.**
4. **He has no work experience.**
5. **He is an administrator.**
6. **All he cares about is testing.**

Certainly these statements can be supported many times. As the counselor is systematically reduced to an enigma, opportunity for coordinated effectiveness is lost.

The discussion groups strongly felt that there is a definite role for a vocational guidance person. However, he must meet basic requirements established jointly by state departments of vocational education and guidance and testing. Among some of the requirements discussed are: (1) work experience, (2) formalized vocational education, (3) in-service seminars, (4) vocational teaching experience, and (5) coordination responsibilities. Certainly these requirements are reasonable and workable to a point. What is lacking is the ability to recruit full-time guidance personnel from teachers of vocational education or industry. To fulfill many of these types of requirements may mean taking an older person, especially since requirements may call for (1) B.S., (2) M.A., 2 years teaching, 3 years work experience, and additional course work in vocational education and additional course work in counseling.

Although most discussions centered on the role, type, and qualifications of vocational guidance counselors, some specific functions were mentioned. These functions are directed at both the counselor and the educator.

1. **Establish a guidance advisory committee representing all phases —occupations, organizations, education—of the community.**

*2. Develop a team concept with vocational educators.
3. Serve as liaison between the school and the parameters of the world of work.
4. Conduct in conjunction with vocational education programming career exploration programs.
5. Define personal responsibilities, especially in terms of personal interest and competency. This would reduce misconceptualizing.
6. Be aware of current labor trends.

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* For the counselor to be effective, he must have support. Rapport must be established and infighting ceased. Disparagy does not help students or programs.

WELCOME PARTICIPANTS

Luvern L. Cunningham*

I too want to reiterate Bob Reese's sentiments in regard to his pleasure at your being here. From the standpoint of The Ohio State University and the College of Education, we believe this to be a very significant event in the history of thinking and reflection on the challenges of vocational education. It is not only significant for this part of Ohio, the entire state, but indeed the whole nation. It is interesting, for me, to reflect on the faces in the audience, and to note once again what Professor Reese pointed out; that this is indeed a heterogeneous assembly. There are leaders of businesses and industries from throughout the State of Ohio; there are many other interested laymen; and there are leaders from the Ohio educational associations. There are local board members, people who represent agriculture and agricultural industry, superintendents of schools, representatives from departments of curriculum, and delegates from the State Department of Public Instruction. Out of this mix of people—interested people—and informed personages, it seems to me that we have the right context within which to focus intelligently upon the problems and issues of vocational education.

I am very pleased to have had a minor part in this event, and I am really proud that so many have chosen to participate. Your attendance speaks to the significance of this subject. As was evident in Professor Reese's introduction, I am a relative newcomer to Ohio. As such, I have been impressed, and to some extent overwhelmed, with the interest in this particular field of study. I know of no other state where a governor has made vocational education his central interest, practical as well as political. His attention to vocational, technical and occupational education has focused attention on the State of Ohio at the national level. I doubt if there is any other state where these matters are being examined as thoroughly as here in Ohio. The state is further endowed with leadership in the form of a State Superintendent of Public Instruction, Martin Essex, who was invited by President Johnson to chair a National Task Force on the problems and issues of vocational and technical education. The product of that Task Force's work is available to those of us who can and wish to profit from it here in this state. The Governor has also looked into the future through his own Task Force commissioned to examine the problems of vocational education which are significant within the boundaries of Ohio. The leader of that Task Force, John C. Ullery, is with us this morning. In addition, we have a very vigorous State Department of Public Instruction; we have dedicated professionals who work throughout the state on all levels on the challenges of vocational, occupational, and technical education. From the standpoint of interest, investment of energy, and pure raw leadership talent, I doubt if there is any state more fortunate than Ohio.

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* Dr. Luvern L. Cunningham is the Dean, College of Education, The Ohio State University.

There are many key issues in the problems of vocational and technical education. This symposium offers a chance to look at them in a straightforward way. We have an opportunity to inform ourselves of their subtleties as well as their more direct implications for change, policy modification, and program improvements. Many persons are concerned about which occupations, which vocations, and which technologies are most relevant for this decade, as well as the years immediately ahead. How do we plan for those occupations which will retain historical and traditional significance? How do we discern the course of events for the future so we can apprehend the most important new vocational directions? How can we prepare people for positions which are not now in existence? How are we able to focus upon the future with enough discernment to know rates of obsolescence and to identify those positions that may not be with us in the months and years ahead? This forum gives us the chance to look at these questions.

There are other major problems that relate to the significance of the world of work and the extent to which boys and girls honor and value occupations. To what extent do young people respect work in the modern community? Those of us who spend our lives worrying about young people are most concerned about the so-called "image problem" in vocational and technical education. How can we build significance into occupations and how can we motivate young people to respect, honor, and indeed look forward to living a life in occupations that somehow possess status that is not considered equivalent to other occupations. When we considered the future of vocational-technical education and programming in those domains, we have to concern ourselves with making those occupations attractive and worthwhile for the balance of the lives of young men and young women who will enter them.

We must also give consideration to the sharing of responsibility of vocational and technical education between the public and private sectors. I have been amazed by some of the statistics about public and private investment in education. We invest very heavily in public education at all levels in this country, but it is rather astounding to note the magnitude of vocational education investment in private sectors. The amount of money that is allocated by business and industrial enterprises for professional development and for occupational training that they themselves sponsor is equal to the investment of the public sector. Almost every hotel and motel in the United States is now an educational institution. The numbers of conferences convened to upgrade skills, change attitudes or bring new information to people who are working in many fields is literally astounding. This hotel in an educational institution. We are educating ourselves at this symposium. There are many issues involving the balance of responsibilities between the private and public sectors which have significance for vocational-technical education in the future. This should indeed be a useful meeting.

In closing, I would like to commend Professor Reese and his planning committee for the splendid job of drawing together the speakers and participants for this opportunity to discuss such important matters.

John C. Ullery, M.D.*

I wish first of all to thank you for the privilege of making me Honorary Chairman of this meeting. I deeply consider it an honor and I also consider it such a great pleasure to be with you and hear some of the problems discussed regarding vocational and technical education that has been very near and dear to my heart for a long time. The program well outlines the purpose of this meeting and I think it is most commendable, and I would like to congratulate Dr. Reese on the organization of this program. I know how difficult it is to assemble such a symposium, and I certainly congratulate him.

By way of introduction of our Keynote Speaker, I would like to say a few things regarding background as far as our Task Force is concerned, and I would like to, I am sure, review with you some of the changes that have occurred here in Ohio in the past six years that I thought might be of in-interest as a way of introduction of the Governor. On January 9, 1967, Governor Rhodes of Ohio stated in his second inauguration address that during the next four years of his administration, one of his foremost aims was to improve and raise the standards of education in all its phases for all the citizens of Ohio. One month later, on February 6, 1967, he appointed a 17 member committee designated as a state supported educational review committee to study the reports of the High School Survey Commission, the School Reorganization Plan, and the Ohio Tax Study Commission. He charged this committee with submitting to him and the Ohio legislature recommendations for a program of excellence in all of education. This committee, bi-partisan in nature, was composed of leading educators from the State of Ohio and legislative leaders in the Ohio legislature who had particular interest and qualifications for studies of education.

After a thorough review of all the various reports of educational needs in Ohio, and after many hours of consultation and interviews with educators, legislators, and others, this committee submitted a final report to him and to the 107th General Assembly. The results of this report, I am sure, are well known to you. They were a Senate Bill 350 which provided, among other things, $260,000,000 in new money for elementary and secondary education. It established a new minimum salary schedule for Ohio teachers. It provided special funds for educating handicapped and disadvantaged children, and included appropriations to give our vocational education programs a decent start, which they had never had before. It also provided funds for expanded driver education programs, guidance and testing, educational television, and auxiliary services. Some of the notes of the progress of education, in the last six years, I think, are worthy of repeating. In the past six years alone, the State of Ohio has invested $425,000,000 in education. This is in contrast to the first 160 years of the state's history in which time less than $230,000,000 was invested in higher education. In the past six years, we have tripled our operating funds to our universities and colleges. Faculty salaries have been raised to competitive levels. In the public schools—primary and secondary education levels—the state's contribution has doubled in the past six years. Funds for special programs, such as education for the handicapped, driver education, and vocational education have more than tripled. Our new minimum salary schedule for primary and secondary teachers has attracted large numbers of recently qualified college graduates. The number of teachers without degrees is dropping rapidly while the number with degrees and advanced degrees is climbing rapidly too.

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Having instrumented this first phase for improvement and excellence in education, Governor Rhodes next initiated the second phase by appointing a Task Force in July of 1963 composed of 25 members to study the problems of vocational and technical education to propose measures needed to raise the standards in these areas so that vocational training programs would be made available to every student in the State of Ohio. This Task Force was composed of leaders of labor and industry in the State of Ohio, of educators, legislators, and members of corporations interested in this phase. Many hours and days were also spent in this committee's work. A report from the Task Force was made to the Governor on January 9, 1969. I am sure that most of you have had this report available to you, if you wished or desired to see it. I will not discuss it at this time. There are many details which need to be worked out in this report of our Task Force. Many have to be worked out by legislature. If we believe that the Task Force proposals were good and if we believe they have a quality emancipation, we can also believe there is a crisis to be averted, and the recommendations can perhaps save us from disaster. The goal is, of course, to see that all Ohioans are employed and productive and in better jobs and careers and to earn more money.

I might tell you that the report of our Task Force has already been received in other states. They have asked us to send our report to them which we have done. In two states, the governors have already accepted this report and have used it for the basis of their new programming in their own states. Some thirteen other states have been interested and asked us to send them this Task Force report. So you can see that the problems of vocational and technical training is not solely confined to Ohio, but to other states as well. One week after we sent this report to one of the governors, he made a major speech to his state outlining his program. It was taken verbatim from our Task Force report, so I feel that such imitation is a great compliment.

In conclusion, let me just say that we believe this program will require great change. As such, it requires a great deal of desire upon all our parts to implement it. It requires insight and management, and certainly leadership which you people here will no doubt initiate and sponsor. It has never been attempted in any state of the nation to the degree that we propose in our Task Force report. The program under consideration here is in fact the first attack that has ever been attempted on a statewide basis to overcome the causes of unemployment, underemployment, welfare problems, mental problems, and poverty in general. Jobs and job training on a continuing basis must be provided in Ohio or it will cease to exist as an industrial and commercial leader. With the money we pay for education today, we believe that we are buying jobs for tomorrow. We are going to try to give all citizens the right to learn and to earn.

VOCATIONAL EDUCATION IN OHIO

23/24

1/ Ohio and Vocational-Technical Education

**James A. Rhodes,
Governor, State of Ohio**

Members of the Symposium:

First I would like to express my gratitude to each and every one of you for the fine job you are doing in Ohio. I would like to address my remarks today to our education system.

We are trying to answer problems in Ohio and one of the major problems revolves around the improvement of our education system. I think the problem was brought home to the Governor when we were dedicating a new plant for the Chrysler Corporation near Toledo. The Chrysler people told us that one of the reasons they were moving into Ohio was because of the availability of vocational schools.

I didn't have to have a brick fall on me to realize that if we are going to attract other industry in Ohio, we must have similar patterns all over the state.

Last Fall, the Governor's Task Force on Vocational-Technical Education made a detailed study of our education system and recommended wide-ranging measures to bring our education system up-to-date. I think that when you see the legislation and especially the building and construction plans that are being presented by the Ohio General Assembly, you will realize that we are trying to catch up with education needs as rapidly as possible. Many of these recommendations are long overdue. They should have been presented 35 or 40 years ago.

Ohio is not alone in facing these problems as similar situations exist all across the nation. In Ohio, there is a strange paradox in this situation. In Ohio we have 150,000 technical jobs going begging and 150,000 young people walking the streets. Some of who have marginal jobs but most of them unemployed and untrained.

In June we are going to graduate another 115,000 young people into the labor market who have little to offer except two strong arms and a strong back. Our problem is that our present education system is failing to train people to work. How do we solve this problem? Almost all of our elementary and secondary education today is predicated on the presumption that everyone wants to go to college. Nothing could be farther from the truth. If we continue to have only college-oriented education, we will be continuing to build a decadent society.

We need to constantly improve higher education and we have done so in Ohio, and we will continue to do so, but the number of young people who go to college are still a small minority and we must do something for those who do not or will not go to college.

Many do not want to recognize what I think is the simplicity of the problem at hand. All we are talking about is jobs and employment. For too long in Ohio, we have had too many people who want to look down their noses at every young person who wants to work for a living. We have to change that attitude! We must begin to institute the same spirit of endeavor in vocational-technical education as we have at the college level.

Ohio has been a leader in the development of higher education. When we started out as Governor in 1963, we had five state universities and one state college. Today, we have 13 state universities and 18 two-year branches plus four community colleges and seven technical institutes.

In the first 160 years of Ohio's history—from 1803 to 1963—we spent $225 million on higher education. From 1963-1972, we will have spent $750 million to build a better higher education system. Our faculty members are the third highest paid in the nation.

We also have made great strides in elementary and secondary education. In 1966, the Ohio legislature passed S.B. 350 which was the greatest education measure in the state's history.

Now we are in a position to do something and to go all-out for vocational-technical education in Ohio which will fill a large gap in our total education picture. Now, why are we so outspoken on behalf of vocational-technical education? Simply because we believe that every boy and girl who graduates from high school should be prepared at that time to become a productive citizen and a taxpaying citizen regardless of whether they plan on going to college.

Most of our problems in the cities today result from unemployment. Unemployment results from a lack of job training, job education. If we have people working, we won't have people idle and running around on the streets. Crime and idleness go hand-in-hand.

Eighty-three percent of the unemployed people in Ohio are 35 years of age and under; 28 percent of these young people never had a job. Fifty percent of all the criminals in Ohio are 30 years of age and under.

The parallel cited here proves our point. We are trying to build a society in which all people may participate. We are trying to have a massive education program in Ohio. We believe that one million people can better themselves and raise their standard of living just by going to night school in vocational and educational programs—if they can be made available.

If you could see some of the letters we receive from people who have graduated from adult vocational programs, they would do your heart good. They make me want to work three times as hard for a program that I believe will serve all the people.

We should have 350,000 young people in vocational education to fill the gap that exists between junior high and high school—not between high school and college. We do not want to deny the right of anyone to go to college, but we want to make sure that those who do not want to go to college have equal education and an equal opportunity to become a productive citizen.

We have noted that crime and idleness go hand-in-hand. Idleness—the lack of a job—leads to welfare. The welfare system as it is now practiced is obsolete and antiquated for the reason that the recipients are given doles and hand-outs instead of jobs and job education. We can break the welfare cycle that is costing us more each year than education by providing a massive vocational education program in the high rate of unemployment areas.

For the next biennium, I have had to recommend an additional $244 million to meet the present welfare needs. This does not take into account any new programs or any increases in welfare payments. It represents just what is needed to stay even with our present programs. This is twice as much as we are asking for education. So, you can see, that welfare is outstripping education as far as the amount of new dollars required.

Except for trying to train them, we cannot do a great deal for people who are in the third and fourth generation of welfare and who do not want to help themselves, but we can have a breaking off point for the young people in disadvantaged families by providing equal education so every boy and girl can have an equal opportunity. We do not have this at the present time.

Vocational education can help every boy and girl and adult as well to learn a productive trade. The high rate of unemployment we have in certain areas can be reduced substantially if we have people who are trained to fill the jobs that are available in our modern society.

This is the technical age. Most jobs today require some sort of technical or specialized training. Virtually every major industry needs people who are trained to run specialized equipment. Many of these jobs do not require a college education—although it may be helpful. Many of them simply require technical knowledge that can be obtained through vocational and technical schools.

You see, our problem is not with the upper third of our graduating classes—those people who are planning to go to college. Our problem is with the lower two-thirds—people who have been receiving a general education and when they get out of school have nothing specific to offer a potential employer.

There is no substitute for employment. All of our problems in welfare among the able-bodied come from the lack of employment and the lack of jobs. Now some people say, "Governor, don't get excited. We have all kinds of programs to take care of these idle young people—federal programs, state programs and local programs."

Now I say to you, as Governor of the State of Ohio, the young people of Ohio don't want to be "kept busy" by the federal government or the local government or the state government. They want a job. They want employment. They want dignity. They want decency. They want to hold their heads high and say, "I'm part of the productive society of the Great State of Ohio." They are not asking for a handout. They are not asking for a dole. They are not saying that we should perpetuate the ADC program. They are not asking us to broaden the base of welfare so that we can keep people on welfare for three or four generations. They do not want it. What they want is a job and they need to be trained for a job.

Every high school in the State of Ohio ought to have two doors for its graduates; one to college and the other with a diploma and a job in the other.

We can no longer look down our noses at people who want to work for a living. Some of the finest minds in our history belonged to people who had only a limited formal education and who could not even qualify today to teach in a vocational school, let alone a college or university. Thomas Edison could not teach in a vocational education school in Ohio, the Wright Brothers could not teach We have a young man today who has a new invention that will replace the present transistor in electronics and who will revolutionize the communications industry and he cannot teach in a vocational school. These are problems for people, not educators. The only way to answer these problems is to get people involved.

Ninety percent of all the jobs in Ohio come from industry, commerce, business and agricultural installations. Government never provided a productive job. The Governor of Ohio does not provide productive jobs, but we can support programs that will bring jobs for our people. In doing so, we can assist in making America strong and in helping people toward productive lives.

I do not pretend that vocational education is the answer to every problem in the State of Ohio, but I know that we could take people off welfare at this hour and give them the opportunity to participate in vocational and technical education and they will be able to make their own contribution to a productive society.

I am not against higher education. All I am trying to do is to reach out and help young people whom education has failed. You hear a lot about dropouts. This term has the connotation that young people have turned their back on education. I say the reverse is true. In many cases education has turned its back on young people and we do not only have dropouts but we have throw outs, squeeze outs, kick outs, and toss outs.

If these young people who have been denied equal education, vocational education represents the second and perhaps last chance to become a productive citizen.

Under our present system when a young man has trouble in school, what happens? He is a 10th grader. Everything is oriented toward a college education, so they give him a Spanish book. They say, "You are going to take Spanish for the next two years." The boy says, "I don't want to go to Spain." The teacher says, "You may want to go to Spain sometime or you may want to go to South America." The boy replies again, "I don't want to go to Spain and I don't want to go to South America. Why do I have to take Spanish?" The teacher replies, "You have to take Spanish or some foreign language if you want to get into college." So what does the boy do? If he cannot learn his Spanish lessons or he has no interest in it, he eventually fails or he is shifted into another area of instruction which we now call industrial arts. It used to be called manual training.

Everybody in the school looks down on this boy because he wants to learn how to make things and do things. In short, he wants to learn how to hold a job.

Manual training which we have in our schools today is based on a system that is 68 years old. At the turn of the century, we had a sawmill every five blocks in every community and everything was made of wood. So what happened to our boy who now is placed in manual training or industrial arts as it is called? The first two months he builds a bird box; then he builds a hat rack for Aunt Nettie and a shoeshine box for Uncle Ned, then he gets ready to graduate and he is told to build a bookcase that holds 200 books and he hasn't half that many books at home to put in it. At the end of this course, what we have done is to measure the dexterity of this boy's hands. This has taken a whole year. The same thing you can do in an employment service in 15 minutes with round pegs, round holes, square pegs and square holes.

This is the technical age. We cannot continue to undereducate two-thirds of our young people. We must install throughout our school system vocational and technical education. This is just common sense. Reality, simplicity, nothing else.

Perhaps I can best express my feelings by telling you a story about the time we went to Nelsonville where we wanted to put a vocational school. We tried to locate it close to a university for the simple reason that we believe education is education, but too many people were upset about it, so the next best thing was to locate outside of Nelsonville. As the vocational school was going up, we had many people shaking their heads, "It won't work. No one is going to want vocational education in these hills. These people are set in their ways and they do not want any further education."

When we turned the first shovel of dirt there about three years ago, they were still shaking their heads. Then, when we dedicated the building in September, they were still shaking their heads. Then they had an open house. Five thousand people turned out. Hundreds signed up for courses. Young people, old people, many of whom walked over the hills, six, seven, eight and nine miles just to see a vocational center.

The simple reason is that young people or people of all ages want a job. They want to become employed. They want a trade and they want a skill.

Vocational Education can be successful in Ohio. It can help us keep from calling out the National Guard to quell disturbances. It can help give young people employment and a sense of purpose and a sense of direction.

I want to thank all of you for the great contribution you are making to this. It is a united effort. It is an effort for everybody and not for one person, one group, or one organization.

2/ Vocational-Technical Education: A Means for Meeting the Needs of Ohio's People

Byrl R. Shoemaker*

What you have been hearing this morning about the importance of accepting a cry from the people working in vocational education and some of those outside the field of education as a whole, crying out for recognition of this phase of the educational program. Not as the total educational program, but as an important part of it. You are hearing also a cry from young people and you are hearing it in the nature of radical attitudes. You're hearing it in the nature of riots. You're hearing it in the nature of sitdowns or walk-outs in our educational systems, not only at the college level, but the high school level. I'm sure that some of us feel that there are groups planning these incidents and activities. Within these disruptive activities, however, there is a common core of concern that the more rational students who are taking this criminal action bring to your attention. What they are crying for, in many cases, is relevance in their educational program.

Last Sunday's Dispatch contained an article by Dr. Bruno Beteleheim, Professor of Psychiatry at the University of Chicago. The article pointed out that he gave some interesting testimony a few days ago to a House Special Subcommittee on Education. In this testimony, he declares that there are hardly any militants among the students of medicine, engineering, the natural sciences, because they are doing things that are important to them. He said the most rebellious students here and abroad—and I am so pleased that our speaker this noon brought out the total pattern abroad as well—are those studying the social sciences and humanities. He said the other students in medicine, engineering, and natural sciences are busy doing things, working in a laboratory for studies. He adds that it is those students who do not quite know what they are preparing themselves for, the students who sit around waiting for examinations rather than doing active work, who form the casualties of the student rebellion. He says in his opinion there are today far too many students in colleges who essentially have no business being there. Some are there to avoid the draft, others out of the big idea that it will help them find a better-paying job, but they do not know what jobs they want. And again, many go to college because they do not know what better to do and because it is expected of them. Dr. Beteleheim after studying the problem is suggesting that part of the problem might be the lack of goal centered education.

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As we talk about vocational-technical education, we're essentially talking about commitment education in which we ask young people to make a commitment to what they want to do. Not in an irrevocable choice, not a dead end choice, but at least one that shows that they want to do something.

In the packet of materials I distributed, there is a set of definitions for vocational-technical education. Essentially, vocational education is an area of the educational program concerned with the preparation of youth and adults for useful and gainful occupations. It is also concerned with upgrading employed adults and retraining unemployed adults. It is concerned with construction, maintenance, repair, servicing and technical occupations at all ranges and levels of ability. As such, it may be offered at high school, post-high school, or adult levels.

Technical education, on the other hand, is that phase of vocational education of a post-high school nature which is concerned with preparing people as para-professionals to assist with the functions of a professional. Technical education is concerned largely with the occupations in the area of design, development and testing. Technical education is entirely, we believe, post-high school education on a two-year post-high school basis.

In a sense, this is a difficult group to talk to about vocational-technical education because nine-tenths of you are going to say this is fine and this is wonderful but it is for somebody else. It is for somebody else, not for my boy or girl. All of you are essentially successful or you wouldn't be here. Essentially, most of you have been able to jump the educational hurdles of high school and college. You don't know the gut feeling of failure. You don't know the depressing depth feeling of walking into classes and sitting there and saying, "What in the world does this have to do with me?" So, in a sense, you are going to have to get outside your own experiences as we talk today. For most youth, high school is their last chance for full-time education. Any way you slice it, I don't care what figures you study, if you take the actual figures and actual facts, high school is the last chance for full-time education for most young people. Don't talk to me about everyone getting a four-year education beyond high school. I'd say if they could it would be a waste of time for most of them.

We have a sincere interest in our division for technical education and that we have made a major contribution in the area of technical education. At this point in time, this area of education is under the direction of the Board of Regents.

In talking about sound vocational programs, we would ask you—almost challenge you—to find a vocational program in Ohio that is obsolete. If you find one, tell me about it. We won't say we'll close it up, because we can't, but we can state we won't help it financially. I hear so much talk about obsolete vocational education. I say, "Show me one program and we will take action to help it improve, change, or withdraw assistance." A sound vocational program is concerned with skills, technical knowledge, work habits and attitudes, and the development of the other general values that you expect in youth. While we expect vocational education to have a primary responsibility for preparation for employment, we suggest to you that vocational education may be more than merely a way to prepare for a job.

Vocational education may be for most young people a method of education. Did you ever ask a carpenter to quote for you the Pythagorean theorem? I did one night. I knew there was a carpenter in the audience and I asked him. One would have thought I had used a dirty word. No, he couldn't quote the Pythagorean theorem. Then I asked him if he could lay out a right angle with batter boards tomorrow so we could start a construction project. Why, sure! Every day of his life he used the Pythagorean theorem, but he didn't have to prove that theorem every day of his life. He didn't have to be able to quote the statement that the sum of the squares of the legs is equal to the square of the hypotenuse. He used it every day.

As we talk about a vocational education program, we suggest that if you look in that packet of materials, there is a set of principles of learning. I suggest you look at those. These aren't vocational principles of learning. These aren't even educational principles of learning. These are concepts of learning which grew out of psychological studies about how people learn. If you just read those, then tell me under what basis you would teach mathematics as mathematics, science as science, English as English, history as history. You tell me where the basis is for the subject centered curriculum when most young people have to learn in terms of relationships to their interest, their needs, their abilities. And look at the last one which suggests learning takes place by doing, and tell me where vocational education is either an inferior phase of education, is wrong in method, or wrong in concept. We may be wrong in how *we* do it, and that's where we can change.

I'm suggesting that for most young people a goal-centered education may be basic to their way of learning. Not only learning for a job, but learning other factors that you wish them to understand. We suggest that you can take an occupational goal of a student and build around that occupational goal a core of learning. This is why we suggest broad blocks of time in vocational education. In fact we suggest about three fourths of the student's day is needed to make it an educational program instead of a limited skill training program. And for this we are often called inflexible, stupid, and tyrannical.

We are learning from Mahoning Valley about which Mrs. Widener spoke. We are learning things and I'm telling you the saddest thing about the Job Corps is not that it costs so much, but that educators didn't have to live with those kids 24 hours a day after they dropped them out of school

They didn't have to live with them and watch them and find out what is wrong with them. I am thankful for Mahoning, not only for this service which it gives the kids, but also for what we're learning from Mahoning. What we're learning about these young people who didn't make it through your schools—and thank goodness this gentleman right in front of me, Mr. Dudley, had the vision to work with us to make Mahoning Valley a possibility through the cooperation of the Ohio Bureau of Employment Services and our State Department of Education.

We're learning that not only are the skills of technical knowledge important to the educational process, but also the supporting services that many of these young people need. Why should they get out of school as maladjusted young people when they have psychiatric problems which no teacher can possibly remedy. Why can't we see that supportive services of a social-remedial-educational-physical nature are going to be and must be an integral part of the educational process and not something we turn over to the families of young people who don't understand the problems and can't support the person. I'm suggesting to you that such services are not a cost to society. I'm suggesting that the advancement of these kinds of services may be the best investment this society makes in producing a person ready to participate in that society.

I note a very interesting point. As we went before the State Board one day and talked about Mahoning Valley Vocational School, one of the board members asked me, "How do you grade these young people at Mahoning Valley." He was quite shocked when I said we don't grade them. They get one grade—"Do they get a job when they graduate." He wasn't quite sure that was the way to do it. But I'll tell you honestly, I'm ready to give up grading in vocational education. I don't think we need it in vocational education any longer. I think here is a phase in the educational program that could do away with grades, and put it on the basis of *is he willing to learn,* or to put it another way, how far is he going to go in preparing for that job?

I would suggest that our educational system has tended to put a premium on failure instead of success. I would suggest that our educational system has concerned itself more with the preparation of youth for college, when the majority of youth are not going to graduate from college. I would suggest that the whole college preparatory program is questionable. For this I could get fired but when I look at 30 years of research and find nothing which supports the college preparatory program, I suggest why not make a change in our educational system.

We're faced with a massive welfare program and problems in social-economic deprivation, and as these problems have grown. Maybe they were there all along, but all of a sudden our society is at a point where it is focusing its attention on them. We have observed at the federal level a massive group of bandaid programs. I'm not being negative for we need to treat the wounds of our social and economic problems. At the same time we cry out that such are not the solutions and that the solutions will have to come through our public school system, we are totally unwilling to make the kind of investments in that public school system in keeping with the problems that it faces.

Vocational education costs more than merely 30 people in the classroom in front of their teacher. It costs much more. It will cost you about $330 more per year for a student in vocational education than in any other facet of education. And over a two-year period that means you will spend $660 more for a vocational education program. I would point out to you that the Job Corps costs a minimum of $7600 per student and an average of around nine to ten thousand dollars a student, and in some cases, the figure has been clocked at $80,000 per graduate. No, I'm not saying that the Job Corps isn't a good concept. I'm saying you're making your investments in the wrong places. What educational system ever heard of having that kind of money for a student. Where are you investing any significant amount of money of this nature in solutions, instead of the cleanup after they happen.

We've seen education as a cost, not as an investment, but as a cost because you've had to vote your property taxes for education. You had to put an X on a ballot. You could not have voted yes or no on the money for the Job Corps, the Manpower Development Training Act, or any of the other federal programs. You can't vote against them. We have to beg and plead for the kind of money even just to keep the schools open, much less achieve some of the goals that you're suggesting for the youth. It seems that we have billions for treatment of the disease of poverty, but only a trickle for prevention.

For example, last year the Congress passed without a dissenting vote an act to expand the funds from vocational education to the states, and vocational education is essentially a state and locally operated program. When the budget was made up this year, in spite of the fact that Congress voted unanimously for an expanded program in order to begin moving to solutions, out of the authorized $812,000,000 the previous administration recommended an appropriation of only $280,000,000 while they proposed an increase in the Manpower Development and Training Act from $400,000,000 to $688,000,000, an increase of $288,000,000. *Where is the sense in this?*

Ohio is attempting to consider the educational needs of the majority of youth now! The forgotten majority of youth, if you please. We are trying to consider the majority of youth that will enter employment upon graduation. At the technical level, we're trying to consider the large number of youth who do not need or want a baccalaureate degree, but want education beyond high school. We're trying to plan for the majority of all Americans who will need continuing education over the period of their lifetime—not once, but again, and again, and again, as we change our technology. If we try to plan a strategy to provide for a continuing education program, we can't think only of the high school youth. We have to think of the kind of strategy which makes the same facilities and equipment available, not only for youth, but for adults as well. Because it isn't a one-shot learning-working situation.

My father was a machinist and he was essentially a machinist all his life in the same way he was trained in his apprenticeship. The machinist trade from here on out will change. It will remain, I would venture to guess there will be a machine trade in 1980, but it will be a different machine trade and will require a return to education to catch up. We must provide, as a plan for the last third of the century, not only preparatory education, but a continuing education program.

We are very pleased there is a growth of vocational education in Ohio. If we look back, we can report that in 1963 we had 47,000 youth enrolled in vocational education. Today we have 119,000. We can look back in 1963 to 92,000 adults enrolled in vocational education and now we have 165,000. In 1963 we had no programs essentially for the disadvantaged youth. Today we have 6600 enrolled in programs planned specifically for those with special needs. We can point up, as Governor Rhodes did, the growth of technical education from 347 to 16,000 in the same period. We can point up that in 1963 there were no joint vocational school districts and a small amount of vocational education in our major cities. We can point now to expansion of vocational education in every one of our major cities, and the organization of 36 joint vocational school districts in Ohio, only 17 of these are presently funded. If we look back we can feel good. But in looking ahead at the job that should be done, we could easily become discouraged. It also, however, gives us our challenges and our reason for having a job. My hat is off to Cleveland and Toledo and our other major cities for the massive effort they are making toward meeting the objectives stated by Governor Rhodes, "Two doors, one to a job, one to further training."

As you look at the major developments in these cities, you'll see a massive effort towards achieving that concept. The concept was mentioned this morning in terms of the report of the Task Force on Vocational Education. It recommended a broad expansion of vocational and technical education and it proposed 48 vocational education districts in the State of Ohio. This represents a major commitment on the part of our Division of Vocational Education. Achieving the goals suggested by that Task Force isn't easy. The greatest temptation is to take any money you can get and spread it evenly among the 687 school districts in Ohio. That's the easy way to do it, and the minute you suggest that you not make the same mistakes with vocational education funds for construction and equipment that have been made in the total educational program, you come under massive fire. We have suggested that funding investments in construction and equipment for vocational education in Ohio follow a pattern and plan of broad organization and investment rather than dissipating the money to many small efforts. This hasn't been decided yet since the State Board of Education and legislature will determine the investment pattern. We have proposed an investment plan which will include recognition of the eight major cities and 48 vocational education centers, vocational education districts. We are pleading that we be allowed to utilize what funds are available to make a massive redirection of efforts to develop a broad program of vocational education in terms of its offerings and services for all youth and adults.

I'm sort of pleading with you. If we make sense, then let your voice be heard. I'm only a representative of what the people want done. You can have the most beautiful thoughts in the world, but if those thoughts don't make sense, and aren't acceptable to the people who pay the money—the people who provide the tax dollars—and the people who run our schools, it will not happen. This Governor's Task Force has proposed county councils with means of taxing and with the right to assign students and teachers. They have suggested we establish joint vocational school districts on a county or multi-county basis and not to divide counties. The Hoover Commission report of an earlier time also pointed up the needs of many of the same revisions, the same changes, as proposed by the Governor's Task Force. All studies tend to point toward a massive reorganization of educational districts and the only way you can arrive at a sensible educational program is in either a joint effort or a massive reorganization.

We suggest that a minimum scope of vocational education programs, and I emphasize minimum, would be 24 units of vocational education. That is not a desirable program, but speaking of a minimum scope in terms of the types of jobs, the levels of ability, and student interest, how many present districts in Ohio can economically establish 24 units. The key to any expansion of vocational and technical education is additional funds. There is in the legislature, tax proposals and in a sense a partial alternative to the property tax. One tax proposal introduced into the legislature includes an income tax at the county level where the money is collected and appropriated for county use. Now such proposals cannot become law without support. I can't tell you whether these are the best means or not. I can only tell you one simple fact: There cannot be expansion of vocational and technical education in the state, or expansion of special education, without additional funds.

The Governor's Task Force recommended a total program of vocational education but not total funding. A total program of vocational education will follow somewhat this pattern: in kindergarten through grade 6, two emphases are suggested; first, to develop in all youth a respect for the world of work, and secondly, a motivation to want to do something. That's vocational education at the elementary stage. It can be done curricularly through extra reading, through projects, through many facets that we haven't had time to invest in. This is where vocational education begins, with respect and motivation.

It suggests a program at the 7th and 8th grades where we must begin to lose sight of grades and begin to talk about ages of young people because not everybody follows age and grade. They suggest the need for a career orientation program in which all youth become oriented to the world of work: to the areas of manufacturing, construction, distribution, marketing, servicing occupations, agriculture, and understanding of the world of work. If such a program is to be effective, it would have to be experienced separately.

It is suggested that in the 9th and 10th grades, or ages 14 and 15, a broad exploratory program be developed in terms of identifying students with what they might like to do, a tentative choice. I think we've told youth too long, "Don't worry about making a choice until you get out of high school, you're too young." I would suggest to you that the people who really do something in this world are people who have a goal a long time before they get out of high school. Now they may not ever quite achieve that goal, but I think that the fact they have a goal and are working toward it can give meaning to the educational program. They suggest that at the 11th or 12th grades, or 16 years of age and up, they should be given an opportunity to enroll in a vocational education program of their choice. A program in keeping with their interests and ability levels and here is where a broad range of opportunity is necessary because not everyone has the same ability or interest level. The Task Force also suggests a broad expansion of the two-year post-high school technical education program.

Let me talk briefly about some things we're trying to do and some of our dreams. We hope next year, in several of our cities, to initiate a career orientation program. I believe the three cities that are committed to work with us are Toledo, Cincinnati, and Dayton. We're going to try such a program and ask for a significant portion of time to do it, not push it into the curriculum in a small corner. We're suggesting that maybe it is time to begin reorganizing the educational curriculum.

We are going to initiate a work adjustment program at grades 9 and 10, or ages 14 or 15 wherever they may be in their educational career, for those young people who are dropout prone, are heading toward dropping out and yet shouldn't be forced to make an occupational choice at that stage. This is going to be called an occupational work adjustment program. We've tried it out. It will essentially be a sheltered workshop program built around work in the school for credit. It will work because we have developed it on some concepts that we have learned from our occupational work experience program in terms of job training. Presently we have six of the eight major cities committed to try this program, particularly in the poor sections of the inner city.

We have worked diligently to develop additional vocational programs in the last two years of school, 16 years of age and up, but I will admit we are disappointed in the lack of new program development among our cities and other areas of the state in terms of vocational education. We're disappointed in the lack of a forward look; perhaps we're pushing too fast.

We have developed, as a result of experiences in Mahoning, a new concept of a vocational rehabilitation and job training center which will hopefully be established in every major city and area vocational school. If you would like to see one of these centers, visit Cincinnati or Thomas Edison in Cleveland. These show a concept of a service agency for youth who say, "I want out of here (school), I want out of here and you're not going to keep me in." I express appreciation to Superintendent Miller of Cincinnati for the intestinal fortitude to move with this program. We're asking for 12½ million dollars from the Federal Rehabilitation Act to initiate one of these centers in every major city because of what we've learned about the needs of these inner city youth.

We have moved into Cleveland and Toledo with a family-life program in which we have implemented the results of research. If research tells us the truth, I can inform you that all the headstart and kindergarten programs placed in the inner city areas aren't going to mean a thing unless you do something to either improve the home or improve the individual as he moves through his educational career. Research, including research on headstart programs, has said the home overcomes the input of that program within three years. We're just foolish enough then to say, "Let's try it." In Cleveland we put the massive sum of $60,000—sixty thousand dollars—in the inner-city area of Cleveland to move into the housing units within one of the real tough sections where a family living program was developed for those people. This went on to the point where a group came to the program administrator, looked at one of the centers, went back and had a "sing-in" at their church which raised $300. These people then came over to the specialists running the programs and said, "Would you come over and help us, we've got $300." They called me on the phone and said, "Will you give us a little more money to help them?" I'm afraid I wasn't too gentlemanly; I said, "You ---- betcha we'll help."

During the next two years, we believe there is a possibility there will be an allocation and commitment of $183,000,000 in the State of Ohio for construction and equipment for vocational education. About $81,000,000 of this will come from local voted funds, $75,000,000 from the State Issue #1, $11.4 million from the Federal Vocational Education Act, hopefully $12.6 million from Federal Rehabilitation funds, about $3,000,000 from Appalachian funds. Hopefully in the next two years we will commit more funds for vocational and technical education in this state than has been expended since the beginning of the program. We have, since 1965, expended

$66,000,000 for the expansion of vocational education in our major cities and area vocational centers. The total price, to reach 40 percent of the youth, 40 percent, not 50 or 60, the total investment for the construction and equipment from 1965, when we started, to 1975 when we hope to reach our goal, will be around $423,000,000. A massive amount of money to me, but you've already expended that much on higher education.

It's a wonderful investment. We're suggesting it's time to make this kind of an investment in vocational education; costly, yes. Solutions are always costly, but I will suggest to you as was suggested earlier, welfare is more costly and is no solution. I went into my personal field of work for a very simple reason—I conducted a research study at an early age. I walked the streets of Columbus looking for work. This happened to be my home town, and every place I went they asked me one stupid question. "What can you do?" Well, I'd say, "I have four years of math, four years of Latin, four years of science, one year of German; if it was a hard subject, I had it." "That's fine, young man, but what can you do?"

I am suggesting that vocational education is about the process of helping youth and adults to answer the question, "What can you do?"

3/ Three Views of Vocational-Technical Education in Service to Ohio's Youth

Randall Lynch*

I feel that possibly one of my main purposes here is to give you just exactly what my opinion is of the technical education I received, and exactly what you would expect of me should I be working for you. Therefore, if at any time through my presentation there are any questions, I will honor these and do my best to answer them.

First, I believe, one of the most important things is exactly why I chose technical education over a four-year college. I believe the primary reason for this is because I knew what I wanted to do. Unlike many of my generation, I believe I knew what I wanted to do; they didn't. I wanted to go into retailing. I have worked through high school in retailing and I enjoyed it very, very much, and this is the primary reason why I chose technical education. I believed it could best prepare me for the *career* I wanted. I do want to emphasize that word. I feel that the technical education I have received has prepared me for a career, not just a job, and that is most important to me and what I consider to be my future with a growing company, Sears Roebuck. Second, because I felt that the people I would be dealing with at Columbus Technical Institute were trained experts. They were tops in their fields. These are people who had retail experience before they went into teaching. The gentleman who was the coordinator of our program, Mr. Joseph Maneri, was Personnel Manager for The Fashion in Columbus. In many of the courses I had taken, Mr. Maneri helped me. He gave me not only book knowledge, but his own opinion from his own personal experience which was really quite valuable. Lastly, I was from a medium income family, I was working my way through school. I was married while I was participating in the school program, and I liked the idea of on-the-job experience. Through the two-year program in which I participated, we worked a quarter and went to school a quarter. A quarter consisted of approximately a three-month period. So along with the training at the school, Sears also trained me, which was a very important part in my promotion to Division Manager, which is only the starting point, I hope, in my career.

The next point would be what type of education did I receive. We took the basic courses familiar to all four-year colleges, such as Marketing, Economics, Accounting, English. Second, we studied a series of specific courses geared to the profession that I wished to enter. These were Retailing, Buying, Advertising, Sales Promotion, and what I consider to be one of the most important courses of all, Personnel Management. I have anywhere between 10 and 30 people working for me at a time. I must accomplish my responsibilities through people. I feel that the management of personnel is possibly my most important responsibility on the job and I thank those at school that helped me become proficient in this skill. Also, by the time I had completed my two-year course, I had been working for Sears for two years. At this point, Sears knew me and I felt that I knew my company. You can probably all remember the time when you graduated from school as a very unsure time. You felt that you had prepared yourself for some form of a career, but you weren't exactly sure what company you wished to go with. I felt that working for Sears for two years helped me to make this decision. Sears was not the only place I interviewed upon graduation, but Sears was the company that I had chosen and I'm still quite happy for it.

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* Mr. Lynch is a recent graduate from the Columbus Technical Institute. He is presently a Division Manager of the Sears, Roebuck and Company, Columbus, Ohio.

The third point—what was I prepared for upon graduation? As I have already stated, I had been working for Sears. I knew the type of profession I would be going into. This was the type of career that excited me. It is one that I felt I was prepared for. At this point, I would like to make a comparison possibly to one of these cups which I feel would best exemplify the type of education I felt I received. One end is narrow, but the other end is broad. Now through a four-year education, I would have entered through the narrow end, and say I would have taken a liberal arts course sequence or business administration courses. I would have come out through the broad end; I would have been prepared for any one of the number of professions. For example, some of the fellows that are Sears Division Managers, along with me, are Ohio State graduates. They majored in Psychology, Sociology, and there is one Accounting Major. Many, many different professions. So they had a broad number of careers to choose from. They chose Retailing.

Now, on the other hand, through my technical education, our courses were geared to the two years instead of the four years. We took the basic courses which were involved with the type of career which I was going into. Therefore, when I came out of this cup I would be on the narrow end. I had been trained for Retailing. This is the career that I had chosen and been prepared for. This was the one thing that I was fairly proficient at doing. So, as in this cup, both the four-year college graduate and myself achieved the same end product, through different means of education. As has already been stated, within four months I was promoted to Division Manager, first of the girl's wear department of Sears. Secondly, after a few months of taking on that assignment, I also took over the hosiery department, the women's hosiery department which sounds like a strange career to many of you gentlemen, I'm sure. It's a very enjoyable one for me.

A lot of people think when they hear the term "technical education" or "vocational education" that we are being trained merely to be order clerks. Maybe sweep out the boss's office, something along this line. Really, it's nothing like that. I feel that I started with a career with Sears which, at this point, could branch into many different directions. I know I have basic goals to achieve. The main thing at this point, I don't want anyone to tell me I'm only a technical education student. I can't go beyond division manager, I can't go on beyond merchandising manager, I can't be chairman of the board. The point I am trying to make is—judge me by my capabilities, performance and training, not by the longevity of my educational course.

I would like to give you an idea in some respect to what my job entails. My job title is "Division Manager." This title commits me, in short, to the total responsibility for everything that goes into making my department a success or failure. I, along with my assistants, must do all the promotional planning, buying, advertising layout supervision, inventory control, gross profit determination, supervision of sales people, and the many other tasks involved with operating a department. Departments within the framework of Sears are looked on as small stores within a store. Within our store we have 52 merchandising departments and each department manager is responsible to our store manager. There are many ingredients which go into making a successful division manager because there are no right and wrong areas of management which are clearly right or clearly wrong but rather a matter of personal judgment.

In summary, I believe I am qualified for the job I do and I must attribute this to the combined training I have received from my company and my education from the Columbus Technical Institute.

Sandra Coulter*

Ladies and gentlemen, during my high school career I wasn't sure what I wanted to do. During my senior year I worked in the high school office and I enjoyed doing this work because I felt what I was doing was helping other people. Sometimes it is a good feeling to realize that what you are doing is appreciated by others, so I decided that I would try to find someplace to further my education in the secretarial field because I felt that just being a high school graduate and going into a large company, you know nothing. You need more education. You need greater skill in typing to be more efficient. So, I checked around and decided on a two-year college because I wasn't too interested in going to a four-year school. I wanted something I could go right into and do secretarial work. During the summer I got a job to get some experience.

At the time, my husband was going to the technical institute in Clark County, and he told me they were going to offer a secretarial program. He enjoyed the technical school very much, so I decided I would go up and talk to one of the dean. I read books on their program and it interested me very much to note that all the subjects pertained to the secretarial field. Besides learning shorthand and typing, we got the data processing and business management areas. So I received a broader knowledge of the business field than just typing and shorthand.

I felt that the technical school offered a better program. The teachers there were very helpful to me and interested in their other students because they had worked in the secretarial and business field themselves and they knew what was involved in the work. I felt that I could achieve more by going there.

Now I feel that I would like to go on to school because I want to get other high school students as interested in vocational and technical education as I am. These were two of the most profitable years that I have ever or will probably ever receive.

At present I work for 22 men in our metal products division. Five of them are from the European countries: from Italy, Switzerland, and Germany. My education has helped me very much because I am able to rearrange their sentence structure as they aren't too skilled in their English, and everything they write I have to rewrite.

During my first year at the institute I was chosen as Junior Secretary of the Year at the Ohio State Fair, which I considered quite an honor, and this really encouraged me to work harder during my second year.

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* Mrs. Coulter is a 1968 graduate in Business Technology from the Clark County Technical Institute. She is presently employed by the Armco Steel Corporation, Middletown, Ohio.

And, I'm proud to say that the Clark County Technical Institute was the first institute to be chartered by the Ohio Board of Regents and my class was the first to graduate with the Associate Degree. Right now my credits are transferrable to any other college and I want to go on to be a vocational teacher.

The main thing I like about the institute is that you could work while going to school. This helped me very much because I could apply what I was learning at the institute to the job, and I met people on the job that could help me with my school work also.

There really isn't any difficulty in finding a job after graduation from the technical schools because of the background that you have in your field. You are most qualified. I was talking with my personnel director the other day and he said that with the background that I have there is no limit to where I can go. Everything that I am now is somewhat related to the institute.

To be yourself in your work, your education comes first and the training that you receive on the job tells about this product. You have to know this to go anyplace in the company. You have to have a desire to do your very best and from this desire you get a self satisfaction because people will come in and say, "well, this was a nice job," and it really boosts your morale to have these people say what a nice job you did.

With the changes that are constantly taking place at Armco, there will be many openings available for those who are qualified. I am sure that with the training that I received at the institute, there will be no limit to where I can go. I am also sure that wherever I go and what I do, I can be proud of the fact that I owe so much to the technical institute which helped me so much.

William Wilson*

I am somewhat different from the other two graduate students. They both graduated from a technical institute, whereas I have graduated from a high school and a vocational program at a Joint Vocational Center at the same time. I was enrolled in a two-year vocational program my junior and senior year—in mechanical drafting. I went to the Lake County Joint Vocational School in conjunction with Riverside High School. In other words, at Riverside I took my required courses such as English and history, and at the vocational center I took my drafting courses.

I am currently employed by the Cleveland Crane and Engineering Company in Wickliffe, Ohio. I was enrolled in their five-year apprenticeship program for Electrical Design and Layout Draftsman about three months before my graduation. At the present time I am rather well established in this program.

What made me choose a vocational-technical education program was that I was in a college preparation program in high school and really wasn't doing too well. I passed, but I didn't think it was that good. I was rather apathetic about school in general in the 9th and 10th grades. When I selected the two-year vocational education program, I wasn't really aware of what I was getting into—it was somewhat vague. A further point I would like to bring out is that a student who is choosing this route should really be made aware of what is available to him and not just go into something on a hit or miss basis, even though it did come out rather well for me. I would like to see students really do what they want to do instead of getting involved with something they're really not sure of. I didn't have a specific goal in life until I had completed the first year of my vocational program; then I became aware of the many opportunities that were available to me at my time of graduation.

Some of the pros and cons on the subject of vocational education in high school are: If a person is going into vocational education and wandered into it accidently, sticks it out and finds that he doesn't really like it, he is then at a disadvantage and he doesn't really know what to do next. He has no alternative except to continue his education. If a person graduating from both a high school program in a vocational center decides to apply for admission to a college or university, he might assume it difficult to be accepted. However, I want to stress the fact that he is eligible to go to any state university. A very good point about vocational education on the high school level is that it is inexpensive for the student. In most cases, the student must buy his tools to help him in a certain trade, but these tools are needed in his employment in that field of work.

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* Mr. Wilson is a graduate of the Lake County Joint Vocational School. At present he is employed as an Electrical Draftsman by the Cleveland Crane and Engineering Company, Wickliffe, Ohio.

The programs now available in vocational education, I think, should be standardized and also kept up-to-date. A student must choose a program of study and become well informed as to what is available to him and not make a hasty decision, for this decision will definitely affect the rest of his life. The educators in the vocational field in high school should really strive to make a student sure of his goals and aware of what employment opportunities are available. I had many offers during the last two or three months of my high school program from the companies around Cleveland, because there is a lot of industry and they are in dire need of employees in the field of drafting. This explains my accomplishment. Most of these openings were not really just a job. The majority offered included training programs and/or part-time college study.

I think that I was well trained to do the drafting and therefore was able to be successful in my work. I have learned many things about the trade since my graduation, but these things are something you only learn by more experience. I think that my future is bright, but I also think I have a long way to go before I can consider myself a success. I am eligible for higher education and would like to continue mine as long as I possibly can.

All in all, I think I have done well by attending a vocational program while in high school. I am loaded with many possibilities for advancement. I credit these possibilities to vocational-technical education.

VOCATIONAL EDUCATION IN SERVICE TO ALL MANKIND

4/ To Abet the Nation's Human Deprivation Problems

Alice Widener*

It has been said we have a sick society. I don't believe this. But I do believe we have a sick public education system. It is predicated on the mistaken belief that every boy and girl should go to college and that those who don't go are doomed to inferiority. That system is injuring about eighty-five percent of the youth in America. These are the boys and girls who are not going to be graduated from a four-year college course and emerge with an academic degree in hand. Certainly, they are not material for a junk heap. But they are led to believe that if they are *academic* high school drop-outs and college drop-outs, they cannot "make it" in our society.

You're all familiar, I'm sure, with an insurance company advertisement in slick magazines, newspapers, and on television, showing a young mother and father bending over an infant in a cradle. "Insure your child's future" says the ad. "Take out a college education policy." That ad is relevant to the family situation, of course, only if the infant shown in the cradle is exactly like every other infant in every other cradle, regardless of what the individual talents, aptitudes and mental gifts of that baby might be. Let us suppose that the infant is going to be greatly gifted in a field or endeavor unrelated to purely academic studies. Are a mother and father going to doom that infant in the cradle to a future of frustration? I think they should not.

The myth or slogan "Every boy and girl should have a college education" is largely responsible for juvenile delinquency in the United States of America. It is largely responsible for the welfare problem, for the high crime rate, for the Hippies and Yippies, the freak-outs and drop-outs. It is largely responsible for the narcotics problem among youth today. I think it's about time we junk the inflexible educational snobbery that junks youth. It's about time that the great business corporations and enterprises in our country stop saying about employment, "College graduates only need apply." This snobbery, intellectual snobbery, is like all snobbery—it is grounded on wrong assumptions. It is beginning to destroy the great universities and colleges in our country. Many victims of the "college everyone" myth is suffering from a most acute financial problem. Still worse, college populations are exploding by thousands and thousands of boys and girls who don't belong on campus and are raising hell because they really don't belong there.

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* Mrs. Widener is a syndicated columnist whose support of Vocational Education has earned her the respect of our world's leaders. She has an outstanding record for discerning trends and reporting them. Mrs. Widener is known for getting straight at the facts—simply and logically and telling them as they are—straight from the shoulder.

We in the United States have a great stake in the field of education. We fail to understand that the problems we are discussing here today are those of every advanced nation in the world. It is a problem in Italy and Japan, West Germany, France, and Great Britain. In the advanced nations, people no longer are living in a mainly agricultural society. A few enormously productive farms can produce food enough to sustain large populations. So there is a migration of population away from small uneconomic farms to the cities. The education of mass population in public school systems is a gargantuan task.

In France, for example, every problem being discussed by American vocational and technical education teachers is being discussed with utmost urgency. I discussed these poblems with Yves Jaigu, a government official occupied with what the French call "L'amenagement du Territoire," the refurbishment of the territory. In Brittany, for example, 85 percent of the farms were owned by widows—small, uneconomic farms operated by the survivors of two world wars. Naturally, these farms couldn't make money enough for modern needs. Naturally, the families there are moving to urban communities to try to make a living. So France has to try to find out what to do with Brittany and is seeking to make it into an advanced technological communications center. But there is a language problem with aspects similar to that in our own racial problems. In Brittany, many older people speak only Breton. They have spoken that language in the area for a thousand years or more. There are Frenchmen and Frenchwomen from Brittany who can't speak French, only Breton, and go to the Ile de France area—Paris and its environs—to get jobs. And so there is a language-employment problem.

We have it too in our country. We have hundreds of thousands of people in urban and industrial communities who don't speak English, they speak American Negro. There is nothing wrong with it and nothing to criticize about it. But they speak it. Therefore, when their children enter an academic school system in which the major language is English, they have severe difficulties. The problem arising from this situation is very similar to that in many other lands, in Northern Italy, for example, where Sicilians and Neapolitans come to find employment. In Milan newspaper help wanted ads, I have read "No Sicilians need apply." It isn't that northern Italian industrialists are so prejudiced against Sicilians; it really is very difficult to employ a Sicilian who speaks no Northern Italian. The situation involves a language problem and other problems of social adjustment.

In general, we Americans don't know very much about modern, progressive vocational-technical education as it exists today in many countries of Western Europe. We discuss the subject in terms of a Europe before it had electric light. Time and again, I've asked public officials, labor leaders, industrial plant managers and educators in our country whether they are familiar with what the best vocational-technical education schools abroad are doing. "Well, what are you doing?" they say to me. "Are you pleading for vocational-technical education in order to have a European-type class structured society in America? Do you want schools like those in Europe where a boy of ten is forced to decide his future and if he can't pass an exam the university doors are shut to him? Do you want vocational-technical schools that will sentence boys and girls forever to the working class?"

When I ask these officials and managers whether they ever have visited the marvelous CERIA School in Brussels or the Fiat Free School in Turin, they say, "I never heard of 'em." Their knowledge is so limited about the modern schools in Europe that they might as well be discussing Ohio when it had only gaslight and outhouses. Yet in Europe today, a funny thing is happening. The best vocational and technical education schools are in danger of becoming the snob schools! At CERIA in Brussels, Professor Doms told me last spring, "You know we don't know what to do because we had 2,500 boys and girls here. We increased it to 3,000. We have 6,000 on the waiting list, from 25 nations, and some of the richest families in Europe are trying to induce us, through offers of high tuition fees, to accept their sons and daughters as pupils at CERIA. You see, many of the wealthy people in Europe today are not men and women of hereditary fortunes. They are people who earned their wealth and came up the hard way. They study their children and see that perhaps Jean or Marie is not interested in going to the University of Louvain or to the Sorbonne. But Jean or Marie has ideas about wanting to start a hotel somewhere or an industry and is eager to learn the knowhow. These wealthy parents want to send their children where they can get such training. Of course, the vocational and technical training students receive basic academic training too. And if they develop a keen interest in academic studies they can pursue them."

I have met hundreds of CERIA students and I can assure you they are literate. They read, write and spell correctly, which is more than I can say for a lot of college graduates in the United States today.

Each time I plead in my newspaper columns for vocational-technical education in our country, someone from a university sociology or political science department writes to the editor: "Mrs. Widener is anti-intellectual." I have been accused of being so anti-intellectual that I don't like Ph.D.'s! It is fantastic. For the benefit of the press here today, let me make myself so clear that what I'm saying cannot be distorted: I am *for* a progressive, dynamic vocational-technical education system suited to the last third of the 20th century and to the challenges of the 21st century. I am *for* a vocational-technical education system that will provide boys and girls in grade school with opportunities to develop themselves as individuals, according to their own natural gifts and desires. I believe such a system should have equal status and equal pay to those of the academic system. I am *for* the kind of vocational-technical education system that will not close any doors to future academic learning and will not draft any boy or girl in America into the labor market against his or her will.

I predict that if we don't provide the right kind of vocational-technical education that will give 85 percent of our boys and girls the opportunity they need, and also keep the doors wide open for them to go as high educationally as they want, then we're going to fail in public education. If we think we have severe problems now, just wait until we get a few more! Ladies and gentlemen, I am not going to talk any bunk from this podium if I can help it. So let's get down to cases:

In San Francisco, a few years ago when the Job Corps was started, I was stuck in the airport between plane trips for five hours. The ladies in Traveler's Aid were enormously busy so I offered to help them, thinking their work was due to the Vietnam War. "We'd be delighted if you'd help that boy over there," they said. "But he looks too young to be going to Vietnam," I remarked. "We're not busy with war work," they explained. "We're helping Job Corps enrollees." So there was a big fat boy who said he was 14. (He must have told the government he was 16.) He was crying his eyes out. He was from Grand Rapids and had been flown by jet plane to San Francisco to study electronics at a Job Corps center. "I don't want to be here," he cried. "I love farming and I love pigs. Ever since I had a baby pig, I love pigs and I want to be a hog farmer." I said, "Good for you. You're lucky. You know what you want to be." But he wasn't lucky, because evidently someone in government thought there was something wrong about his wanting to bo a hog farmer, and here he was at the airport in San Francisco, having been flown from Grand Rapids at taxpayers' expense, crying his eyes out.

I wrote a newspaper column about it and right away I heard from Washington, D. C. The Office of Economic Opportunity invited me to tour some Job Corps centers. I went to Camp Kilmer in New Jersey on a hot August day. In the broiling sun, I sat on the grass for hours talking with 19 boys of whom 15 were black. Seventeen had criminal records. Their ages were 19 to 21. They were unhappy boys—boys from the junk heap piled up in the academic public education system. All were high school drop-outs. I found out why. It went like this: "Ma'am, I just couldn't stand all that book learnin'. I didn't see the sense in it. I had to get me some pocket money. I wanted to work to help out with my family. Ma'am, I don't mind studyin' for two or three hours a day, but then I wanted to go out and learn me a trade or get a job and I didn't know how to work. They told me it was against the law and I was a problem." One boy said to me, "It wasn't my prostitute mother or drunk father that done me out. I got done out in school."

Sitting with those boys on the grass in the sun and listening to their problems, I thought maybe I was the first person they'd met who didn't want to do something to them but was willing to listen to what they had to say. At other Job Corps centers, I learned other facts. For instance, if you take a pre-adolescent girl of 11 or 12 who wants to know what she looks like with lipstick, and if she doesn't know how to earn any pocket money and is forbidden to earn any and can't get any from her family, she is going to steal a lipstick at a ten-cent store. That starts her on the road to delinquency, if she is caught. Do you think that hasn't happened? It happened with my maid's granddaughter.

I am not against the Job Corps. It is a crisis program that came along much too late. It costs the Federal Government hundreds of millions of dollars to maintain. How long are we going to continue a public school system that produces an army of drop-outs who will grow into candidates for a Job Corps? It tries to do for young men and women of 19, 20 and 21, what should have been done for them when they were 10, 11 and 12. We have a misfit public school system in our nation. As Governor Rhodes said this morning, we have a "decadent education system." It is unsuited to the social and economic needs of our times and future times. If it is true that we have a "sick society," then I am all for children not getting the disease! The only way they are going to remain immune is for them to have the right kind of opportunities when they are young, extremely young. I believe that vocational-educational education should begin in grade school. The Job Corps, well-intentioned as it was, is only a palliative, trying to job-train boys and girls who should have been job-trained years earlier before they became drop-outs and delinquents.

In reply to my newspaper columns about our national need for vocational-technical education, I have received heartrending letters from parents of every race, color and creed. They know they are victims of the intellectual snobbery and financial servitude thrust on them by the intellectual snobs proclaiming every boy and girl should go to college. The "college everyone" slogan has forced them to try to keep up with the Joneses and send Johnny and Mary to college whether or not Johnny and Mary wish to go or are capable of spending all their time profitably in the pursuit of academic "higher learning." Parent after parent has written to me, "I know my boy likes to work with his hands, but the teacher says if he doesn't go on to college he has no future." Or, "My daughter can't pass math; she wants to be a beautician. But her guidance counselor says if she doesn't go to college she can only do menial work."

I believe the word "menial" as applied to honest work ought to be struck out of the dictionary and people's vocabulary!

Invited to Ohio in 1967, I went to the Mahoning Valley School for problem boys. There were 350 boys—325 with criminal records. I guess the percentage was about 60 percent black, 40 percent white. In the cafeteria and library with the vocational-technical education students, I heard exactly what I'd heard at the Job Corps. "Ma'am, we got done out in school. I knowed I wasn't as smart as some of the others. I jes' couldn't get the hang of it. The first time I made two and two come out five, the teacher marked it right. I knowed it wasn't right. She passed me along anyway. I knowed it was a lie. I hated her and I hated the school." Or, "Ma'am, school to me was the place to get out of my daily life, my home life. When the school let me down, that's when I got done out." I heard that over and over again. If you citizens of Ohio let that wonderful Mahoning Valley School go down the drain, you're out of your mind! One of the boys, with a criminal record, talked his heart out to me. Afterwards, he wrote to me and now we correspond regularly. That was two years ago. There hasn't been a holiday since—Valentine's Day, Easter Fourth of July, Christmas, Thanksgiving—that I haven't heard from him. He has made it all the way from the penitentiary to the Air Force.

From Mahoning Valley, I went to the Thomas Edison School in the Hough area of Cleveland. That is the big problem area where they had the riots. Every window pane within blocks of the school—which used to be for "bad boys" and was converted into a vocational-technical school several years before the riot—was smashed. Every blade of grass was trampled on. But not a window pane at the Thomas Edison School was broken or a blade of grass trampled. Why? The teachers and pupils there explained it to me. "It's our school, our hope," they said. "It was a holy area during the riots. God ran that place. The people in Hough know it is our ray of hope."

At Mahoning Valley School, I asked the boys if I could visit the toilets. They were stunned. A woman comes to this boys' school and wants to go into the toilets. Why? Here's why: Because the condition of the toilets tells volumes about a school. In the best private schools in New York City, the walls are scribbled with obscenities and vile messages. In the toilets at Mahoning Valley School, the walls were absolutely spotless. Moreover, it is one of the few schools I have seen where there isn't a scratch on the desks. I asked the boys why they don't deface the school and smash windows there. "It's ours," they said. "It's our place where we can learn what we need to learn and want to. It's the place that we can learn how to earn a living, where there's hope, a place of real use to us. We want to keep it the way it is so that other guys can use it after we leave."

After Chesly Manly of the Chicago Tribune read my columns about Mahoning Valley and the Thomas Edison School, he teased me about having written a sob story. I told him to go there and see for himself. "You're one heck of a good reporter," I said. "You'll see." He did go, and then phoned me. "I went to the Thomas Edison School," he said, his voice choked with emotion. "I talked to the students and teachers there. That's the greatest place. Why can't we have schools like that all over the country?"

Last summer, the State of Florida held its first statewide convention of vocational and technical education teachers and I was invited to address the assembly. That conference, in just about the southern-most state of the Union, was a model for America in good race relations. There was complete interracial communication and cooperation. Nobody gave a damn about "integration." It was the most beautiful experience I'd had in many years. I asked a Negro teacher, who has been in the Florida State education system for 25 years, why conditions were so ideal at the conference. "We're working together towards a good goal for a common, constructive purpose," she replied.

I dedicate myself to that purpose and I believe every single one of you should dedicate himself and herself to it. Go out and preach the gospel of vocational-technical education. Follow your lifework, carry out your programs; let the opponents do as they wish. You stick to your guns and make a sick public education system get well. When it is well, American society will have solved its biggest problem. I am thankful for what you are doing for our country. You are leaders, good leaders. I thank you and God bless you all.

5/ The American Way

Richard M. DeVos*

It's a pleasure to be here. It's an honor for a boy from the country to share a few thoughts with you. I don't know if what I say will be new and different. I would venture to guess that probably most of what I say—I stole, or learned from many of you—the things you've advanced throughout the years. So, maybe all you'll hear is some of your own thoughts coming back to you in a new package. If so, that's all right with me, as long as it helps contribute to the advancement of our industry and our country.

I become concerned these days, as I hear of more and more people living on welfare and being willing to accept it. I think the ease with which they accept it bothers me more than anything else.

It's interesting to note the attitude of these people, and I think this is the heart of a great American problem. Somehow or another, we're going to have to reach them so that they can see the world as we see it. So that they can see the opportunities that we know exist. So that they will also know opportunity exists for them as well as for us. Unfortunately, many of them don't know it. I have here some sentences which were taken from letters to a Welfare Department. They might give you an indication of their mental attitudes:

> One lady writes and says, "I am writing to the Welfare Department to say that my baby was born two years old . . when do —
> The next lady writes for her neighbor. She says, "Mrs. Jones has not had any clothes for a year, and has been visited regularly by the clergy."
>
> The next lady writes, "I cannot get sick pay. I have sick children; can you tell why?"
>
> An elderly lady writes to say, "I am glad to report that my husband that was reported missing is dead."
>
> Another lady reported—"This is my eighth child, what are you going to do about it?"
>
> Another asks, "Please find for certain if my husband is dead, as the man I am now living with can't eat or do nothing till he finds out."

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* Mr. DeVos is a native of Grand Rapids, Michigan, and is President of Amway Corporation located in Ada, Michigan and of Amway of Canada, Ltd. He has received many honors for his involvement with the youth of this country as well as awards for his speech, "Selling America." He is listed in *Marquis' Who's Who* in Commerce and Industry, and in *White's National Cyclopedia of American Biography*.

> Another lady states—"Unless I get my husband's money pretty soon,
> I will be forced to lead an immortal life."

Now this indicates a deadly attitude. It is a "Solve My Problems for Me" attitude. Although these are humorous incidents, they are not as funny as they seem. And so, I want to visit with you on a variation of the theme; "Selling America."

I became concerned about this country's future only because I find that there are more and more people who are always willing to sit around and only find fault. It seems to me that there are too many of us who are willing to sit and say nothing while others tear it down. We claim to be salesmen, and yet the very existence of our profession is endangered because it is built around the vulnerable free enterprise system. We are many times too silent when we should be speaking up. And so, I want to ask you to begin to *sell the system* that makes our business and the purpose of our lives possible, along with the products we serve and the services that we render. Here are just a few things that should highlight the problem. They're not new, and we could add to the list, but let me just enumerate a few.

One of these is the attitude of our young people today toward the sales and marketing profession. Recently, the Chamber of Commerce of Grand Rapids, Michigan, took a survey of the area's high school population and sent out a questionnaire. These are recent and were compiled in the last couple of months. I thought you might like to see how these people think.

Up to 40 percent of the students surveyed—No. 1—tended to accept increased government control except where it fringes on personal freedom; No. 2—seemed not to understand that increased productivity is necessary to increase real wages; No. 3—tended not to believe that employees and employers have common interests; No. 4—had an unclear image of management and the role of stockholder-owner; and No. 5—did not believe employers compete for employees.

Some place along the way, it seems to me, we've failed to communicate to this younger generation how business really functions.

I note that young people under 26 years of age represent some 50 percent of the entire United States population. I don't think we're getting our message across to them. I think it's time we took a look at it.

You've read the reports, as I have, about young people in college today who literally push up their noses when you mention getting into the sales or marketing profession. In fact, very few of them are even interested in business administration. They think the great social services and science are just the thing. I tremble sometimes when I think about all those people running around helping somebody else and nobody out bringing in the money to support it!

It's time some of them got a new perspective. Have you failed? Are we failing as a profession to communicate the importance of our jobs to the world at large? Or, do we just kind of think they're all supposed to know about it?

I am concerned when I see salespeople who always say, "Well, I'm just a peddler." "I'm just a salesman." "I'm just a marketing man." "I'm just an advertising man." And I say—you're just a WHAT! You're not *just* an anything! You are a salesman or you're a marketing man or you're an advertising man, but you're not *just* a something. Doesn't it indicate a kind of a lack of belief in what we're doing? Why do we always minimize our work when it's the cornerstone on which our whole industry operates today?

Are you really sold on your profession? When anybody calls you "just a salesman," do you stand up on your feet and throw a few words in his face? I've many friends, as you have, who are doctors, and I've never heard one of them say, "Well, I'm just a doctor." I've heard very few college professors say, "Well, I'm just a college professor." And still, in many ways, we render greater services, provide more income for more people, more jobs to support more families, than most any profession going. Why do we always seem to run ourselves into the ground?

I become concerned, as you do and all of us are, when we hear about riots; whether it's in New York or Chicago. Somehow or another, we've failed to communicate to these people that the free enterprise system does work for them. And so they say that the system isn't effective. It hasn't given them their fair share. At the heart of it all lies a lack of communication to let them know.

I become concerned because I am convinced the United States Government, in many areas, doesn't believe in the system that made it possible. Their do-good social welfare programs indicate that they don't believe that providing a person with an opportunity is enough. The boys in Washington seem to be convinced that we can't only help them—we've got to *do* it for them. With this attitude comes the destruction of people's pride, and their integrity and everything else that made this system work in the first place.

Our elected officials apparently don't believe in incentive systems, and so they advocate many social welfare programs. I don't deny the importance of many of these programs, but to me the gist of the problem lies in the way in which we communicate with these people. We must inspire them to avail themselves of the opportunities around them. In my opinion, we are failing to do so.

Not too long ago, I spoke at a college in Grand Rapids to a marketing class. I was asked to speak there only because a week before they'd had a man from a union organization get up and address them and tell them that the free enterprise system was DEAD. It just wasn't going to survive anymore. This particular professor said, "I'd like to have somebody come over and maybe tell the other side of the story."

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It was an evening class, mixed with some young and some older folks in it . . . many of the daytime students had come. They wanted to hear how this thing was going to come out. In the midst of it, I made reference to the fact that we're so busy with our Aid to Dependent Children in this country that when a woman has two illegitimate children already (that somebody else has to care for) she should not be allowed to go on.

I recommended that she be locked up—at least from sundown to sun-up. These seemed to be the critical hours. I suggested the children should be taken away and put in an atmosphere where they had a chance to find out what the opportunities of America offer.

Some gal who was about 35 raised her hand and said, "Why, you're just like the communists. You'd just like that gal to lose her freedom."

I looked at her and I said, "My dear lady, I don't know what your definitions are, but in my opinion, when you bring children into this world that you can't care for; that you will not provide a home for; that is a worse crime than stealing. Therefore, to me a person like that should lose her freedom just as well as the person who steals should lose his."

She said, "Well, I just don't believe it!"

Interestingly enough, after the class I visited with the professor and he asked if I knew who this lady was, and I said, "No." She was a local social worker. Now I don't know how many illegitimate children she had, but I wondered if she too had been hanging around with that crowd so long that she couldn't see the other side either.

And so, this constant exposure to the downtrodden, the constant listening to people who would undermine our system, can tend to destroy our faith in it. This is especially true among the young people—who have to listen to it. And you know the dangers of it, just as well as I do.

Another thing that comes to my mind as a part of this problem—and I just want to alert you to it—has to do with the new walls we're developing in this country. And, all of this ties together into a constant effort by groups of people and individuals who would undermine the basic profession that we're involved in, to say nothing of the fruitful free enterprise system.

I see people building new walls between classes of people. I know we're putting forth great effort today to break down the color barrier, and this is a tremendous thing that will take the efforts of all of us. But when I see other people who build new walls up, I ask: "Are we only changing color? Are we going to develop a new barrier between the white and the blue collar? Is this the new class warfare we're going to have? Is it only going to be substitution for the one we're working so hard to get rid of now?"

There are men running around saying—"Why, you know management . . . why that bunch! And . . . those salesmen—why, those guys ride around in company cars, live off the fat of the land! They're getting all the money and we're doing all the work. And the stockholder! Why, he's the worst culprit of all! He gets some of the pay and doesn't even punch in.

I ask, "Are we beginning to develop warfare between groups of people that could also be as destructive as any we've had? Are we losing faith in each other and losing sight of the concept that it takes a salesman and a manager and the laborer and all other forces working together to make our economic system work?" And so, I plead with you to begin to sell America—like you've never done before!

Little things count. Somebody said something to us on the airplane last night. Our Public Relations man said, "It might not be in favor of what management thinks, but I don't think any of you guys made big decisions at Amway when you started. It was a series of little ones in the right direction!"

I said, "You're absolutely right! Our first decision when we began was a very little one. With great faith and vision we bought two acres and I figured if we ever used that, we'd really be going somewhere."

Well, it took about three months and we had to buy more. But, growth is a series of small decisions and the little things you do today will either make people sold on the free enterprise system or—by your very silence—will help condemn it to the grave. So, when somebody says, "Well, I don't know if this incentive system is so hot anymore." You just sit there and say, "Is that right?" Do you *really* believe that? WELL . . . get up and shout!

I was in a gas station awhile back; and a young chap came up to me and said, "How do you feel?"

I said, "I feel wonderful!"

"You look sick . . . your color is bad. You look yellow."

"I never felt better in my life," I said.

Well, you know, you don't pay any attention to things like that. I drove a whole block before I stopped to look in the rearview mirror! That night, I checked again in one bathroom with fluorescent lights and another one with regular lights, and *still* not too sure how I felt. The next morning, I'm peering at my eyeballs, wondering if my liver has gone bad; wondering if I've got yellow jaundice.

Well, I went back to that gas station and I discovered something. *Anybody* in there looked yellow—they'd just painted the place—a sick yellow color! But, a casual statement by a non-authority, and all of a sudden I'd wondered!

Today, the kid across the street from you is wondering if you will go home tonight and say, "Well, I'm just a salesman." If you do, I'll tell you, *he's* not going to become very inspired to be one. If you say, "Well, I'm just in the business of peddling goods," he will say, "I guess I'll become a Peace Corps worker, because I'll be honored there." Each day you and I help to undermine our own profession by our own unwillingness to stand up for it.

As an example of what can be done in this country, I will cite the Amway story, because somebody said, "We'd like to hear some of the things that you've done that have helped make your company successful and profitable."

Sales is one thing, profitability is a part of that story, and I am happy to report to you that this company is not only successful, but profitable. Every piece of ground we have, every building we own, every piece of equipment is bought and paid for. So, we aren't exactly running on thin ice and seeing what we can get away with. We're in a fine position and we have grown.

I would like to take a moment to salute a gentleman who has been with us from the very early days and given us guidance, because we were amateurs in business. He is Mr. Clare Knox, who has been our consultant for roughly three years and who we had known previously. His guidance and help has been an invaluable aid to us.

Amway began in the basement of our homes in 1959, ten years ago. Now that's kind of a simple beginning. But, you must understand the concept here is when we began we decided to go into the direct selling business.

Now some of you, as soon as I mention that, your nose goes up in the air, "Oh, you're one of those door-to-door boys, are you? Boy, too bad you couldn't get into an honest business—or at least a legitimate one. When all else fails, you went into the door-to-door deal?"

You might want to be reminded that most people's attitude is just about like that of the salesman. When you can't get any other job, you become a salesman. Beware of this direct selling business, it's a sleeping giant. One of the reasons we chose it, first of all, we'd been involved in it for some ten years prior to 1959 and we discovered something important. It's one of the few places where you can begin a business of your own with very little capital. We had very little capital. But, the other thing was a complete belief in this system of distribution.

The Direct Selling Industry has gone through somewhat of a revolution. There are those who do go door-to-door, but most of i is done today on a recommendation, or referral basis. One customer recommends it to another. I would say that less than one percent of our people actually go down the street. What they really do is call on their customers, who recommend them to another customer. They sell Amway products in this manner. Thus, we chose Direct Selling because we're a little prejudiced about it. We happen to believe that Direct Selling renders that extra bit of service and we believe that there are people in this country who like our kind of service. Those who are glad to be saved the trouble of getting into their car, driving through the traffic, going through the parking lot, wading through all those shelves that are loaded with stuff. They are bewildered at trying to make reasonable selections while hurrying down to the counter, standing in line, then getting back in the car, driving home, hauling the stuff into the house, then collapsing. We just happen to believe some people like to have somebody come to the door and lay it there—and that saves them a lot of trouble and time. Now, this is a very simple concept.

I was up in Fremont, Michigan, recently, talking to the Rotary Club up there, when one of the Gerber Company men said, "Oh, you're in the door-to-door business aren't you?" He kind of chuckled.

If you mean we're in the business where we bring the products to the people instead of waiting for the people to come to us," said, "You're right. That's the business we are in."

"You've got a whole army of people out there haven't you?"

"Some 80,000 of them, if you'd like to know."

"A whole bunch of hustlers running around."

"Yes," I said, "By the way, would you mind telling me how many stores handle your baby food?"

"80,000!"

I said, "Then you have 80,000 outlets, too, don't you?"

"Yeah, I guess so," he said.

"The only difference is that you put it in stores and try to get the people to come to you, and we put it in our people's hands and try to get them to the customer. That's all."

"How many of those people are full time?" he said.

"Well, most of our people are part time," I said. "They just do this to make a little extra money to supplement their income, and we happen to think that's part of the American Way. Instead of sitting around waiting for Uncle Sam to come over give you a few extra bucks, you take yaur Saturday mornings and your evenings and put forth a little extra effort. You give up a little bowling, T.V., and a few of those other time-wasterers and convert times into cash. This is part of the old dream. It works."

"Yeah," he said, "That's what I thought. A whole bunch of part-timers."

"Would you mind telling me how many of those 80,000 stores handle your baby food exclusively?" I asked.

"Well, you know," he sputtered a little and I said, "That's what I thought. You have about 80,000 part-time outlets just like we do. They sell six or seven thousand other items, and you're scratching all the time to get an extra foot of shelf space for your stuff. So, don't look upon *us* as oddballs.

"The real difference is that Amway spends effort in getting our people to go to the customer instead of what you do by means of advertising to get the customers to come out of their homes and select your product off the shelf."

Direct selling is a growing industry, a rapidly expanding American Opportunity. It's interesting to note that some of the bigger companies in America are joining it. They are beginning to render that personal, wanted service. Whether it's Sears and Roebuck or any other major store, They are not above sending a man into the home to demonstrate carpets, or measure up and show how new drapes look right in the lady's home where she can see it. They too, have found that it is an effective method of doing business.

Next I want to talk about our conviction! We're sold on this method because we could get into it at a reasonable cost at a yonug age and because it renders a service to the people of America. The second part of Amway growth is that Amway growth is that we put into our product line accepted products. We didn't go out and get some oddball thing that had to be highly promoted. Believe it or not, we compete with Proctor and Gamble, Lever Brothers, Blue Cheer, Green Cheer, Brown Cheer, Does and Doesn't, and Didn't and Wouldn't and Shouldn't and Couldn't—you name all the soaps on the market—we took them all on!

The reason we are in that market is not only because it is big, but because it is composed of products that people consume in their home every day. Now, it's a very simple idea.

There's nothing new here. We decided to reach into the market and all we had to offer was a product that we demonstrate is the best. We give our customers a little bit of extra service by bringing it to them at home. We moved into a common category of product merchandising. Today, Amway offers almost a hundred products, many or most of which you could find in any supermarket in America today. We make ours a little better. We have to because of competition. Sometimes we get a little more money for them.

We work on a concentration idea. We sell a liquid detergent, as an example, called Dish Drops. The only thing that we do differently is to sell it in a half-gallon bottle and recommend that the customer mixes it with water—three to one. Now, we could do that through the type of merchandising we do, because the idea is that we can sell her, in person, on the idea of buying the concentrate. Why should she buy water and lug it home? She has it in the tap. Take our concentrate, mix it and you'll save a little money on it. So, this is one concept we've used to compete effectively with the merchandise on the store shelf.

Another thought I want to mention about our business is that we deal through an independent distributor organization. These 80,000 distributors are self-employed. They own and operate their own business. Most of them are husband and wife teams. There is importance in getting the wife into the act. In almost every case, the husband and wife are a team. They are working as a team from the beginning. In many cases it's a fooler to see how the women out-perform the men. You should see how the women move ahead and build a business. Eventually, they're making more money than their old man, and he joins them.

Now, there's a critical point in there. When he rebels, and once we get him over that, he comes in with conviction. But, there is a fine line of irony. We work constantly in making them *BOTH* feel important. When an award is presented, it is presented to both, even though the wife or the husband may not be totally involved at the time.

I know of a case in California where the man was a truck driver, continued to be one and was pretty hard to bring around. His wife was making about $15,000 a year and she needed some help. She needed somebody to haul the stuff for her and wait on the distributors who came to call at their office. He finally came in, only because we gave him all the awards and the recognition that goes with making him feel a part of the business. Of course, this is fundamental.

We did something else. We at Amway began in the very beginning to recognize the importance of the field people in having a voice in setting policies. So the first thing we did was form an association to which the average distributor belongs as an associate. He can belong as a Voting Member. The Voting Members annually elect a Board of Directors which sits down with top management at least four times a year to discuss any policy or procedures which will affect the sales organization.

We discuss new product ideas with them—should we go in this direction or shouldn't we go in this direction. We want to know, before we go in some of these directions, that we've got the field organization moving with us.

It always seems to me, even after some ten years in the business, that management can quickly lose sight of the attitude of the person who is doing the job every day. Maybe we're sensitive on it because we were on the other side for some ten years before we began Amway. But, we set Amway up that way and we're grateful for our system today.

It has forced us to be responsive to the needs of the field organization. It has forced us to listen to them. They have a vehicle in Amway through which their voice can be very clearly heard. So, in some cases, we prevent mistakes in advance. Amway works hard at maintaining the faith with its people, and all of these comments have more to do with the building of faith between company and independent distributors than anything else.

Internally, we have employee evaluations four times a year. Supervision or my partner or myself actually sit down and evaluate each of 500 employees every three months. It's a time-consuming process. It involves management making sure that each person is noticed, whether he sweeps the floor or washes the windows or works on the production line, or is a Chemical Engineer. They know they are evaluated as individual people on a regular basis. They know they aren't just getting kicked around or bypassed in the shuffle. Because our business, and certainly all sales and marketing business is a people affair, we've attempted to be sensitive to it inside. We still attempt to maintain a human relationship.

We never fail to remember that if you come to visit us tomorrow, your first impression would not be about the man with the Ph.D. in the lab who develops products. Your first reaction will be whether the lobby is clean. We don't fail to remind the person responsible for this how important his work is to making our overall organization effective.

We do another thing for the field organization: We're on a profit-sharing basis with them. A portion of the profits of the company are set aside each year and distributed on a formula which was established by the people themselves. Each year we pay out profit sharing, although we're a small company and I know our figures would seem small and ridiculous in comparison to some others.

We do something else that's unique in our business. It's a part of what I really want to talk to you about. This has to do with the concept of making people believe that no matter where they come from or what they've been doing before, that by applied effort and a willingness to work, they can make their dreams come true in this country. Our plan is a symbol of that. I can point to people today who were truck drivers, or farmers, or mailmen, or who were milkmen—you name it. Each began in a very simple way in the sales business five or six years ago. Built into them is a belief that it doesn't matter where they've been—only where they want to go. If they will apply themselves to the job they can go.

We don't talk in terms of working 40 hours a week. I still maintain that 40 hours a week is part-time work. At least it is as far as I am concerned. Most people who try to get by on 40 hours go nuts trying to figure out what to do with their extra time anyway. So, I think we are breeding some of our own problems by even advocating that a 40-hour week is an effective method to get ahead.

That's our story, there's nothing new in it. There's no secrets. We just make products and provide them to people who want to make something of themselves. So with this story behind us, maybe you can understand why we believe so enthusiastically in the American free enterprise system.

Along with everything else that we do, the fundamental thing in the growth of Amway doesn't lie in the things I've talked to you about—it lies in the very name of Amway itself—and those words are—The American Way! "Amway" is contracted from those word to indicate to any North American who wants to do something with his life that there is a way to begin. Our way.

It is the dream of many people to have a business of their own. Others would like to get into this type of work. Others are tired of the drudgery of eight hours a day in a shop or a factory or office. They'd like to break loose of the boss. We offer them a way to do that. The fundamental rallying point about this company called Amway is that we stand for something.

I don't know whether your companies stand for anything or not, other than making more money. But, we decided early, right from the beginning, that we needed something greater to stand up for than just seeing how much soap we could push out the back door. We found a cause for which our people would work. They feel a part of something that they can identify themselves with and so, knowingly and willfully, we sat down and said—"We're going to be known as the American Way of free enterprise. We'll stand on that." Amway people today are identified with and when others stand up and tell us what's wrong with our great American free enterprise system, we are sure we have over 80 or 90,000 people out there that are setting them straight about America's future. People don't have to sit around crying the blues about why the great opportunity of America passed somebody by.

I would just like to give you a few comparisons because today we always talk about the big Russian system. I hear a lot of two-bit philisophers tell me how wonderful the socialistic system is. You know, that great system where everybody has an equal opportunity to be poor! That's just about the way it is. The real problem is, you see, that in this country we have all the automobiles and over there they have all the parking spaces, and that's an irritant to those people.

Statistics are not new, but here are some that will remind you that the next time the garbage man comes around, take a moment and thank him for the great job he's doing. That the next time you walk through your plant you won't forget that that the fellow sweeping the floors is an important part of the company, too. Maybe he is making a greater contribution than you are—because, you see, he's using what talent he's been given to make his contribution. I know the other morning I got out early to catch the garbage man. I am sure of how important he is and so are you if he doesn't show up for about four days! He can be the most important man in town. When is the last time you made him proud of working instead of living on the handout?

When's the last time you stopped the school teacher who's spent the last nine months with your children, putting up with them, educating them, and encouraging them?

I remember the other night a teacher called me at 10:00 at night. She said, "Mr. DeVos, it's really none of my business, but you made a promise to your son a while back. I think you might have forgotten, but he hasn't. He confided it to me and I just thought I'd tell you."

Boy, isn't that something? At 10 o'clock at night the teacher is still thinking of my kid and I couldn't wait to get him to bed two hours earlier!

But she hadn't forgotten. And if we're going to *rebuild* America, we're going to have to begin by respecting all elements and all groups, and certainly, those of us in the sales business, who should be in the forefront of this fight, standing up each and every day for the system that makes our lives and business possible. We should be singing its praises to our customers and to our employees and to the kid across the street and say—"Man, I'm a salesman, and I'm in the marketing business. I tell people how they can enjoy a better way of life and I make that way of life possible for them.

It's because of that dedication by people behind us that today we can compare ourselves with the Russian system where they say individuals are not important. That's why most of the people over there still walk to work, most of the women are still forced to do hard labor—sweeping the streets and doing everything else.

If we're going to enjoy what they have in Russia, the first thing we're going to do is abandon ⅗ths of our steel capacity, ⅔rds of our petroleum capability, and 95 percent of our electric motor output. Then, we have to destroy 2 of every 3 of our hydroelectric plants and get along on a tenth of our present volume of natural gas. If we're going to enjoy what they have, we'll have to rip up every 14 out of 15 miles of our paved highways, 2 of every 3 miles of our railroad track. Then we'll have to sink 8 of every 9 of our ocean-going ships. We'll have to cut our living standards by ¾ths. We'll have to scrap 19 out of every 20 automobiles and trucks, destroy 40 million television sets, ditch 9 out of every 10 telephones, burn down 7 of every 10 houses, and then we'll have to put 60 million people back on the farm!

I hear people telling me every day that Russia has a wonderful system. Our dog-eat-dog free enterprise is just out of date; just doesn't work any more! Why, this is the age of social enlightenment! Even the poorest people in our country live better than the average person in any other country in the world and we run around apologizing for it all the time!!

So, I'm still apologzing. I've given this type of talk before high schools across the country and the most despairing thing to me is to see our young people stand up and applaud and yell and stomp when they hear it. All they're waiting for is for you and me to get out and tell them about the opportunity this country offers. Many of them are brought up in homes and in backgrounds where nobody is telling them these things. We have a big sales job to do and it ought to be a part of your kit and your portfolio every time you step out your door. You ought to make sure you do it at home, too.

The United States has only 6 percent of the world's population, and only 7 percent of its land surface, but we still own 71 percent of the world's automobiles, 56 percent of its telephones, 50 percent of the radios, 29 percent of the railroads and 83 percent of the television sets. Inasmuch as we make a bubble bath you also ought to know we own 90 percent of all the bathtubs in the world!

This country produces 55 percent of the steel, 46 percent of the electric power, 50 percent of the world's oil, 56 percent of the corn, 42 percent of its cotton, 33 percent of the coal, 31 percent of the copper, and 38 percent of the iron. Forty-four percent of all the manufactured goods in the world are made in the United States of America, by 6 percent of the world's population!

It's time you and I begin to stand up and tell people about it—and I think we've flunked the course! We're letting those other people carry the day.

A fellow by the name of Winston Churchill said, "Socialism is the philosophy of failure, the creed of ignorance and the gospel of envy. Its inherent virtue is the equal sharing of misery."

I would close with this thought. To me the whole free enterprise system can only function on a matter of faith, and it is only great as long as we remember that we were placed on this earth with the responsibility to work.

Part of the breakdown in other systems is that they deny the existence of a God.

If you don't believe there is a God, then what difference does it make whether you perform or don't perform? What difference does it make whether you kick to guy in the shins who works next to you? Why should you extend a helping hand, if there is no greater cause than just seeing how cheap you can get through life?

America was built by people who were dedicated and who believed that they had a responsibility on this earth to do what they could to make it a better place.

It's interesting to note that some say it's wrong to pray in a public school, but they still open every session of Congress with a prayer. I guess maybe, it's just wrong for the kids, but it's o.k. for the old men in Washington. Maybe they need it. But the kids shouldn't have it! Yet to me this is fundamental to the success of our system.

There are people who would like to take the words "In God We Trust" off our money. When you take those words off your money, you can throw your money away as far as I'm concerned. Because that's still the foundation on which this country was built. The strength of America does not lie in Washington or in Lansing, Michigan, or in upstate New York—it lies in the faith of the people and their willingness to do a job. I think the Amway story proves it. The average person, given a chance, will go to work. If we could just reach them and open their eyes!

Ten years ago Amway started. Today there's 80,000 people with us who sell Amway products, who said, "Don't give me the dough; give me a chance to do something with my time and effort." And, if all of us would begin to tell about the opportunities in this country, we'll all begin to move ahead in free enterprise. That's the strength of it.

The architect takes all the credit for building this buildng, and so do the people who put money in it, but the man who built it was a guy who laid it up block by block, and pounded it in, nail by nail. Until you and I respect those people, along with all those others with whom we work, we're going to have problems. If you expect to get the respect of your salespeople and the others with whom you work, it will only come when you participate and give some of that respect to them.

I would close with these words, taken from "This Week Magazine" . . . it goes like this and it's a quote from Thomas Wolfe. He said, "So, then to every man his chance, to every man regardless of his birth, his shining golden opportunity. To every man the right to live, to work, to be himself and to become whatever thing his manhood and his vision can combine to make it—this seeker is the promise of America."

I advocate to you that it's time we sold it like we never have done before!

BUSINESS AND INDUSTRY AND VOCATIONAL EDUCATION

The Role of Business and Industry in Assisting Vocational Education in Fulfilling its Responsibilities to Ohio's People

73/74

6/ Bring Us Together

Ralph G. Estes*

I'm delighted to share in this important conference. In fact, I'm happy to be associated with any program which encourages "youth education" of the right kind. To cover this important subject in a few minutes will be a little like the Scotchman who tried to shoot off a firecracker a little at a time. But, I'll talk fast in sharing a few thoughts with you.

First, I would like to reduce the title of our subject from the 19 words as shown on the program to three. To quote a now famous phrase—"Bring us together!"

It's good to have conferences such as this, and I wish we could have them more often. It was Henry Ford who once said that "coming together is a beginning, keeping together is progress, and working together is success!" Now, it's the working together" that concerns me more than anything else. We don't have enough of it!

At this point, "Mr. Business Leader, "I would like to ask—what I hope tional and technical education programs in your city or area? Have you visited your local facilities? If asked, could you tell a good story about your programs?

"Youth education" should be receiving the close attention of every businessman in this country, because these youth education programs are the very foundation of your company's future—and our country's future! In the past ten years, as a member of Sales and Marketing Executives-International, an organization with 28,000 members in 47 countries, I have devoted more than ten hours per week towards youth educaiton programs—Distributive Education, Junior Achievement, Pi Sigma Epsilon, Vocational and Technical Education. The more involved I get, the more need I see for the business leader's involvement.

It has become American folklore to think that money alone can accomplish everything, so we spend "billions" and wonder why we still have more school dropouts, riots, slums, hippies—and mounting crime—than ever before!

Now, practically every organization there are the "talkers" and the "doers"! It's not a matter of "too few doing too much" but one of "too many doing too little." Doing "too little" to get "our story" across to our students and the general public.

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* Mr. Estes, a Sales Consultant, has more than 25 years of sales and sales management experience, of which 18 years was with IBM Corp. He is active in "youth education" programs in Ohio and the nation. Currently Mr. Estes is a member of the Ohio State Department of Education's State Advisory Committees for both Distributive Education and Technical Education.

It wasn't until about ten years ago, when I became involved with youth education, that I became aware of the great lack of understanding—by most students and the general public—as to how our economy works, our profit system, and the importance of sales and marketing in our free or private enterprise way of life, and I blame this "understanding gap" on the business leaders of our country. Now, before you start throwing eggs, let me explain. Why are 90 percent of our high school students graduating today unqualified to earn a living without further trainng and expense to you? Why do so few college students want jobs in business and industry? Surveys tell us that fewer than 10 percent of the college students today actually seek business, when in the long run most of them must earn their livelihood in some phase of business? Opportunities galore yet few students today want sales and marketing when eventually one third, one out of every three, must earn his living in some phase of marketing.

The problem is, why can't we get these youth started off in the right direction? Today the youngsters are more intelligent than they used to be, apparently because of TV and all the changes that have taken place. This exposure, however, means little unless a person is able to apply this knowledg eand put it to useful appplication in a desired vocation. Apparently then, if this is the case, our state and our country is full of intellectual failures.

It isn't what we know but what we can do with what we know that makes the difference. You can have million dollar ideas and they aren't orth a dime unless you can apply them. So today our country is faced with the very high cost of complacency.

Too many people want more money, but they don't want to qualify themselves to earn it. It's a little like wanting to go to heaven without wanting to die. As we know, there is no job shortage today. This has been emphasized at this symposium by several speakers. There is only a shortage of qualified people to fill these jobs, and there are thousands of job openings awaiting vocational and technical trained people in Ohio.

Too many today are looking for "instant success," but as you know and I know, it doesn't work this way. It takes time and effort to give us self development. It's a little bit like a bar of iron. If I have a bar of iron here, it can be worth $5, but if I convert it into horseshoes, I can sell it for $10.50. If I converted it into needles, it can be sold for $4,285.00, but if converted into hair springs for expensive watches, it can be sold for $250,000.00 And this is true of another kind of material, you and I, because our value is determined by what we make of ourselves. So, ladies and gentlemen, we have a job to do in selling this concept to others, especially students, and I hasten to add that most of the disturbances today, on campus and in our cities, are being created by a small percentage who have contributed little or nothing to our economy. And most have not proven they can make it through school. The big problem, however, is that this one or two percent are influencing another 30 or 40 percent. Why? Because they are not hearing "our side" of the story. You want some proof? When was the last time you talked to a high school or college student group?

The success of this country was not accomplished by over-emphasizing dropouts. It was achieved by hard work and study in order to successfully compete. Why do these kids drop out? Aren't we giving them a purpose for going on? Is there a lack of direction? Ladies and gentlemen, I believe here lies much of our problem, and this is where busienss people can help. We must support our educators by encouraging students to stay in school and prepare for a good life and a good future! To sow, so they can reap, instead of this "give me, give me" handout concept.

And today we aren't making any secret about a few so-called shortcomings in this country, but we make one whale of a secret about all the good things in this country. For example, if we were forced to trade places with the Russian today we would have to give up 75 percent of our economy. Ladies and gentlemen, it would take you back 50 years!

Now our people, I believe, are taking too much for granted and we foregt too easily the hard work and struggle we mustered to get to where we are today. Job opportunities must be created, and I think few people realize how many businessmen walk the floors at night wondering how they'll meet their next payroll. Many don't meet it! Many people on the receiving end say that the government should do this and the government should do that, but the government gets its money from taxes, and more than 300,000 businesses, yes, 300,000 business, were discontinued in this country last year. Think of the waste of jobs and money this represents. And supporting this country is not an easy job for the businessman. People must realize that work is not a dirty four-letter word. So our job must be to encourage young people to want to work and to convince them there is no other choice but to work.

As President Nixon stated in his Inaugural Address, "the American dream does not come to those that fall asleep." Now you might get ideas sleeping, but without action, they mean nothing. Our economic and private enterprise picture must be made clear and simple to them. We must impress on these people that for ever 100 jobs in manufacturing in a community, they mean more than $725,000 in personal income, ownership of 133 automobiles, more than $470,000 in retail sales, income to support 333 people, tax money to educate 73 school children, sufficient sales to support four retail establishments, mortgage payment or rent on 100 homes or apartments, and more than $130,000 in bank deposits, plus 84 additional jobs in fields other than manufacturing, not to mention the vital support of local, state, and federal governments through taxes. And we must show them the important part that business and industry plays throughout the country, and the importance of all people. That it is not a matter of management fighting labor, as too many are led to believe. That "profit" means more jobs! We must show our youth where money comes from, and where taxes come from, and show them the importance of marketing in our economy. When salesmmen don't sell, we're all in trouble, and we call it a depression.

An old Texan was touring Europe and they showed him Mt. Vesuvius, and somebody asked him if he had anything like that in Texas, and he said, "No, but we have a fire department in Houston that can put it out." Well, ladies and gentlemen, in Ohio we have vocational and technical education progrems, in action and proposed, that can and will put out many of our unemployment problems, by better qualifying our people to fill the jobs waiting for them. All we need is more action and interest by leaders of business and industry. And one of the biggest problems in our country today is that too many are saying, "Let George do it." Can you trust George to do your job for you? Can George tell your story "like it is"? Money is important, but just as important is your conscientious personal involvement, and I think that Teddy Roosevelt hit the nail on the head when he once said that "Every man owes a part of his time to the upbuilding of his profession." What concerns me is that many people today, doing the criticizing, are doing little about the problem. As business leaders, then, we had better start standing up to what we stand for. Too many are saying that there isn't enough time; but what is it costing you now—and in the future—by not finding just one hour—one hour per month —or two hours every other month?

The students need you! They are not asking for your money, but rather some thing that money can't buy—your advice, your guidance, and your experience. Go in to the classrooms and assembly programs, invite students into your place of business or factory, or arrange a career day, or invite students to spend a day with your management people or foremen. And, by the same token, I ask educators to encourage business people, business leaders, to come into your schools and classrooms. And I might add that I have yet to see my first educator that didn't want your support. If you find one, then you had better really get concerned!

The future of our country depends in large measure upon our ability to attract young people into business and industry. And, ladies and gentlemen, if we ignore the good things of our economic life, and private enterprise, these good things may and can go away. So again I say, "bring us together," our educators, our students, and our business leaders. Let's put our effort where it can do the most good.

A guest preacher took his little girl to church with him one Sunday. As they entered the church, there was a shoe box with a slit in the top, and the little girl said, "What's that daddy?" And he said, "Well, honey, that's the money box." And as he walked on by, she tugged at his coat and said, "Well, daddy, aren't you going to put anything in it?" So, somewhat embarrassed, he reached into his pocket and dropped in fifty cents. On the way out, after delivering the sermon, he was given the box. On the way home he opened the box, and in it was only the fifty cents which he had put in. And the little girl looked at her father, and she said, "See, daddy, if you had put more in, you would have gotten more out."

7/ A Coordinated Effort

Jesse Fulton*

Our subject is "What Can Industry and Business Do to Reach and Assist Vocational Education in Fulfilling its Responsibilities to Ohio's People." I have participated in three previous governor's conferences and I am pleased that we are truly at the threshold of a new era. We had better not step backwards, and I don't believe even looking backwards is going to be very helpful.

This is a time to be creative and innovative. A time for new ideas and new methods, and Ohio has always found answers when the people were challenged, and believe me, we are being challenged now.

I'm not talking about the undeclared war, although it is responsible in a very large part for the necessity to upgrade and update all our educational processes. It is time for us businessmen, industrialists, and educators to provide a full spectrum of education from kindergarten through post doctoral work, including job training, training in citizenship, family responsibilities, and in human relations, and it is essential that these offerings be available so they can be tailored to individual needs and abilities. I was very pleased to hear Dr. Shoemaker say that they are considering not grading vocatonal students. I think we are going to see the time when the educational program offered to boys and girls is going to be individually tailored. They're going to be able to pick up hteir class, at any time of the year, and fit in. These things will go on with the cooperative help of local citizens, business, professional, and tradesmen, vocational education can be made more pertinent to local conditions. Dr. Shoemaker said he is disappointed he hasn't received many innovative ideas from the local communities to add programs to the vocational schools. Now think about that. Think about what the people are employed at in your areas, and then get to the schools, as Mr. Estes said, with your ideas and share them, and maybe something will be started.

Up to now, vocational education has touched only the basic occupations. Think of the others like, teaching assistants, food service employees, laundry and dry cleaning workers, lawn and garden care. This education must be made available around the clock. We have adults that need training and retraining. They work in shifts, they can't get to school at the regular time, and this program has got to go the year around. We can't invest the millions of dollars in school buildings and have them idle for three months out of the year. Much has been done in Ohio the past few years, but again we have only scratched the surface. As our Task Force visited the various vocational schools throughout the state, we were as proud as the local people were about what they were doing and what they had done, but we couldn't help but think of the thousands and thousands of boys and girls who should have the same opportunities, and the many, many adults who need training or retraining, and we were determined that we had to do something. I certainly was very pleased that three young people came today and told you of their experiences. We thought of these things and talked to boys and girls when the Task Force group went around, but you know, the three young people that were before you today would have been successful regardless of vocational education program. They practically told you that. The people we have to be concerned about is the two-thirds of the boys and girls that have not had the opportunity to go to vocational schools. You've heard the Task Force Report. You are presently aware of the discussions right now in the legislature across the streets, and for Heaven's sake, as one of the speakers mentioned, make your views known to the legislators. They're kicking this thing around in committee now. Maybe the Task Force ideas shouldn't be accepted exactly as they were, but they certainly should be pondered carefully. We must continue the momentum and we must have action at this session of the legislature, and you know that the politicians over there will react to your demands. I'll try to stick to the topic assigned to me within the next two minutes for I want us all to get personally involved.

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* Mr. Fulton, General Office Manager for Adressograph-Multigraph Corporation in Euclid, Ohio is a member of the Ohio State Department of Education's Advisory Committee for Technical Education. He was an active member of the Governor's Task Force on Vocational Education.

We must all become disciples of meaningful, job-oriented education—business, industry, tradesmen, school people, every one of us. I think I can espeak for all of us here in one respect. As our children were going through school, we probably all worked in the PTA, the best thing we had at the time. As our children got out of the schools, the tendency was to sort of leave that interest for the new younger parents who are now directly involved, and I think that is where we are shortchanging our young people. We must continue our interest in the things of education. As doctors, shop workers, carpenters, lawyers, landscape gardeners, engineers, and salesmen, we should make it our business to know what is being taught in school, and we should know the teachers. We should have communication. Business to schools and schools to business. If your local business does not make the first contact, for Heaven's sake, let the school people make it. This is no time to debate the chicken or the egg theory. Who goes first isn't really important. It's getting started that is important. To be specific, I challenge every business, industrialist, professional, and service person in this room to make contact with the local school officials and offer to serve on advisory boards or to serve as discussion leaders to help those officials become better acquainted with what you want when you hire the graduates of their schools.

Mr. Estes and I didn't get together on these speeches. You probably realize that he was going down one road, I was going down another, and we both came out at the same place. You have to get interested and attend your local schools, and you have to make your desires known. Offer to assist the schools in evaluating the curriculum, to study needs and personal requirements. Perhaps you can help them obtain needed equipent. General Electric Company (they have representatives here today) gave a whole building to the Cleveland City School Board for the Woodland Training Center—job related training—and I think Ford is probably interested in that sort of thing also. Perhaps you can help the schools obtain needed equipment. Maybe you can lend them expert manpower on audio-visuals, maybe graphic communications expert help, or actually chip in financially. Many companies are presently forced into operating training sessions that could well be performed in schools. In fact, the schools would probably be able to do it better, and at less cost, because that is their priary concern. Also to be specific, some companies hire the school counselors and the vocational teachers during the summer so they can see personally what is required on the job, and at this point, we might recall that in the past, the universities have paid practically no attention to the problem of recruiting and training people to become vocational education teachers and counselors.

As for counseling, Ralph Besse, of the Cleveland Electric Illuminating Company, stated recently, and I quote, "Vastly improved counseling skills and services must be developed in the public schools." You've heard the young people say today there is almost total lack of counseling. I continue, "I suspect that counseling is one of the most difficult of the arts of education, and is has not been given the attention that it would be commensurate with the degree of difficulty. My very limited contacts suggest that public school counselors on student career problems suffer from three severe limitations. First, they have had too little professional training as counselors; second, they know too little about the student they're counseling; and third, they know too little about the nature of the vocation they counsel the students to prepare for. And certainly we around these tables can help them on that." From that view, it appears that business and industry must zero in on vocational teacher training, and vocational counseling training as a primary help to vocational education. Again, specifically, some companies actually send out management representatives to high schools to tell the students firsthand what they will be faced with. The teachers and students should be invited to your business and industrial facilities for firsthand knowledge, and incidently, in my own experience on that, we have several supervisors who visit many of the schools in the area, they arrange it ahead of time, and have each youngster fill out an application for them, then these people sit down and have a personal interview with the students. This gets them over the first concern they have, how to go about getting a job. At least they have talked to somebody about their personal qualifications and they overcome that first fear. We also work closely with the vocational instructors. At graduation time they are able to evaluate the students so that you can help select them for the jobs they have been trained for. One other side benefit, I had three high school principals call me and tell me that our company has had more to do with the regular attendance in their school programs than anything the teachers have been talking about for years, because when our supervisors go out and tell them we won't even consider you for a job unless you have a good attendance record, somehow or other it gets through to them.

Another way to support schools is the support of the Junior Achievement and the Explorer Scout Troops. These are ways direct communication can be established between business, industry, and the schools.

Another way is publicity aimed at helping parents become better acquainted with the value of work-oriented education. Here business and industry can help by providing the mass communication media with facts such as the need for trained and skilled workers, what they should be trained in, and the type of training to be acquired.

Let's go modern. Let's make an active interest in educational activity "our thing." You know that's quite the thing to do today. Have a "thing"—personally and for our companies and businesses. In the same vernacular, let me relate a recent "happening." You've heard about the Hough Area Schools. A large percentage of students have had disciplinary problems in the past, both have a large percentage of learners who achieve below average levels, and both have about average dropout rates. Now get this, during the last school year that started September 9, 1968, and December 12, 1968, eight and eight-tenths percent of the total enrollment at the one school dropped out. When school started, they all went there because they were supposed to and because they thought they were going to get something out of it, and in four months, nine percent of them dropped out of school. For the same period at that same school, the dropout rate for the students enrolled in the vocational classes was one and seven-tenths percent. Think of that! The other school the dropouts were six and eight-tenths percent of the total enrollment and the dropout rate for the vocational education students was one and nine-tenths percent! Now, if that isn't relating education to the job, I don't know what it is. I don't want anyone here to take comfort just because the situations you've heard about come from the two schools that I just mentioned. Don't take comfort because they happen to be in one of the largest cities in America with probably some of the worst problems. There are problems in every school district in this state, and we found some of them as the Task Force was going around. Every district has problems of one kind or another and you don't solve them by walking away from them. So get interested. My own company has been interested in education for a good many years and I think you've seen some of our educational posters outside this room. I'd just like to read the text on a couple of these ads, you can read them out on the wall. "Here is a picture of a boy who might have been the man who discovered the cure for cancer. Dropouts become losers. They lose and we lose. Today's dropouts might have been tomorrow's scientists, or doctors, or teachers, but what might have been never will be, for one out of three high school students doesn't stick around to graduate. The dropout is ten times as likely to become a juvenile delinquent and the juvenile delinquent is perhaps a thousand times more likely to become a criminal. It doesn't have to happen. Good schools with good teachers and good facilities can produce good citizens, and that can make our world a better place to live, which is why money spent on education represents the best investment we can make. An investment in the future of America." "There is another one, a picture of a family with nothing on the table to eat. The trouble with a cheap education is we never stop paying for it. Consider the roots of poverty. Half the kids in the primary grades won't finish high school. In America today, one out of three high school students won't graduate. If the dropouts don't wind up as delinquents or criminals then their chances are ten times greater than average, they'll wind up with a family, but with less chance to earn the money it takes to support a family. The chances are two to one that a man with less than an eighth grade education will earn $3,000 or less. Too little to support a family. So, while we can scrimp on dollars for education, we'll spend the money we save and more supporting the people who don't have the education they need. Good schools, good teachers, and good facilities can produce good citizens which is why money spent on education represents the best investment we can make." Well, I could go on. I don't believe I need to say anything more to convince you. We, business, industry, and education must work in very close cooperation to assure that Ohio again meets the challenge to fulfill our responsibility to our people. And let's be specific to the end. What and who is Ohio? Ohio is you and I and our business endeavors in this state. Let's resolve here and now to get on with the work decently in order. I promise to do everything I can, will you too?

INDUSTRIAL EXPANSION OR RELOCATION AND VOCATIONAL EDUCATION

87/88

8/ An Overview

Fred Neuenschwander*

You are aware of a few of the most important factors that plague us here in the State of Ohio, as well as the rest of the nation. I would like to relate a little incident that happened which is almost similar to one of these factors—vocational education.

I was back in the middle '30's and a man had made his first dollar. He decided that he wanted to save the dollar so he bought a picture frame for 50¢ and framed it. Now the value of things has been reversed. Today, that dollar has shrunk to half its worth and that frame has increased 100% in value. I think this is the same type of thing we face in Ohio and throughout the nation. Now things have changed. We must view things from a new perspective. we must take a new and different look at what is happening today.

This little incident emphasizes the value of the dollar. Of course, Ohio has repeatedly told the nation its philosophy as exemplified by selling the importance of making a profit. There is no business, there is no industry which is located in the State of Ohio that is not in business to make a profit. We're interested in creating jobs for Ohioans. The only way to provide jobs is for companies to make a profit. This enables them to expand, providing the jobs we need. We do preach this throughout the state. I think that in the nation we must not only talk about profit in terms of industry and business. But, we must talk about profit for the individual as well. If an individual makes a profit, he is going to expand his way of life, become more affluent, and be able to have the things he wants.

In the early days of the DuPont Company, President T. Coleman DuPont said, "To live a company must grow. Standing still is dying." When a company grows and creates new job opportunities, it must be built with people who have been trained in the skills to do those jobs capably and efficiently. Here, in the State of Ohio, of course, we believe in this philosophy, and therefore try to sell industry on coming to Ohio. We try to sell industry on expanding in this state. One of the things we will accept and we pursue is the fact that attracting business and industry really is a sales effort. The more doors you knock on with a product to sell, the more success you're going to have, and what greater products do we have to sell than those right here in the State of Ohio.

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* Mr. Neuenschwander is currently the Director of the Development Department for the State of Ohio. He was a member of the Governor's Task Force on Vocational Education and has been most influential in "selling" the state to business and industry throughout the nation.

We can talk about our physical location within 500 miles of this point. We have 67 percent of the population in the United States, 72 percent of the buying power, and 78 percent of all manufacturing firms. A major market is within one hour's flying distance in any direction.

A truck loaded at 6 o'clock in the evening in Columbus can either be in Chicago or New York by 8 o'clock the next morning. You can't do this any other place in the U.S. So, truly, we are a major market area. This is one of the greatest locations for business industry.

Ohio has this physical location and we have many other things, too. In terms of selling the location in the last five years we called over 10,000 companies outside the boundaries of this state and talked about Ohio's assets.

You know, today there are about 13 factors that we consider and that a company has to consider when deciding on a new location, whether it be building a new facility or expanding an existing facility. These factors can be listed numerically but they vary, of course, from company to company. We are talking about manpower. We are talking about raw products. We are talking about marketing, and we are talking about financing—everything that deals with a new location of an industry. But, the thing that is of great importance to us is that these factors vary and they vary drastically. Now, I can recall some five or six years ago when we started this program. The factor of manpower was well down the line. The fact revolving around education of vocational education wasn't really considered a great deal, but this is one of the factors that moved rapidly up the line. And, of course, again it varies from company to company. While manpower had once been sixth, seventh, eighth, or even tenth on the list, it is moving up to the top fifth position in terms of need in many of these areas. This indicates our concern.

Let me point out some specific examples of what has happened to companies and what, more drastically, can happen. First of all, as has already been mentioned, one of the really outstanding programs in Ohio is that of the county vocational school. I remember distinctly that day when Governor Rhodes and I sat in the office of Glenn Townsend, Chairman of the Board of the Chrysler Corporation. This was going to be a meeting to decide whether or not Chrysler was going to build a large assembly unit in Perrysburg. Mr. Townsend told us, "You know, of course, there are more petty factors involved in finding a site for this new facility." One of the things that tremendously empressed him was the Penta County Vocational School which was going to be right next door to his operation. He said as far as he was concerned, this was one of the major factors considered in making future plans for the relocation. He wanted to take a look at this type of a situation to determine if Ohio could provide the vocational training of potential employees necessary to adequately operate his facility.

Not too long ago, I talked to the president of the International Paper Company in New York City. He was telling me that there were several things involved with an expansion of their Ohio facilities. As such, it should be one of the biggest operations they have. They have one in Wooster, and one in Mason. He said that he had due consideration for both of these plants. He wanted an air facility, but he also needed vocational programs. He said, "Do you know particularly in what spirit we built a plant in 1948? We haven't expanded it since that time, and as of now, our plans do not call for future expansion." This was prior to the time that he knew Wayne County was going to have a vocational school. He was telling us that the biggest problem which they had in this facility and others was finding where they could provide the jobs and also get the training. This president promised me that the day the Wayne County Vocational School opened would be the day he would look at Wayne County to see if they could expand their facility on that location.

It wasn't long ago that I talked to the vice president of community relations, Dick Peak, who was with the General Electric Company in Evendale—the largest manufacturer of jet engines in the world. He is now with Pittsburgh Plate Glass in Pittsburgh, and here again, to point up what one of the previous speakers said, "This company ten years ago started running into the problem of finding skilled people. Not only skills at the lower levels but the skills at the higher level." They started advertising in papers in the Cincinnati area. They couldn't find enough people. They started advertising in papers in the tri-state area of Ohio, Indiana, and Kentucky, and still could not find the people they needed. They went through a full campaign period and started advertising in every major daily in the U.S. About four or five years ago, they had gotten to the point of advertising in almost every daily around the world in order to find people to come to Cincinnati to work in their jet engine plant. Dick has repeatedly told me, both while he was with G.E. and since he has moved to P.P.G., that in the future they're going to take a more active part in vocational programs around this state or any state that gets into this type of situation.

At one time, I used to be with the Wadsworth Chamber of Commerce. In Wadsworth, the educational system took a look at the vocational opportunity program a number of years ago. Wadsworth was a community of primarily college graduates. People who lived in Wadsworth worked in Akron as professional people, and as such, of course, tried to engrain all the people in the schools to follow the courses and curriculum designed to be college preparatory in nature. This has been reversed today to the point where about 50 percent of the seniors at Wadsworth High School are now embarking on a vocational program. They thought this through to the extent of working effectively with industry in the area. About 20 percent of their students in the senior class are working with an on-the-job training program. Some of the companies provide on-the-job training in terms of machine shop, machine-type operators, as well as computer programmers and operators. Every one of the students who is a senior today in Wadsworth High School, I've been told, has been offered a job upon graduation in June, 1969. This is a direct result of their working directly with the business and industry of the community.

As you know, General Motors has a tremendously large plant in Lordstown and they're in the process now of building their million-square-foot, standing assembly plant for the new mini-cars. They're building right next door to the one-million-square-foot building of truck assembly facilities. They're talking about 12,000-plus employees for that little crossroad community in Trumbull County. Here again, one of the major concerns at General Motors when they started building their original facility six or seven years ago and resumed looking about six to eight months ago for their second facility was what is going to happen to the educational system in this area. It was only after they were assured that such places as Mahoning Valley would continue to operate and that some of the county vocational schools would be set up that they made their decision to move into that area. We can go right on down the lines to see what has happened and what is happening.

One of the biggest things the state has discovered over the past year, I believe, is the fact that in the past the academic system has really not been responsive to the needs of industry. I think, also, industry has never really told the academic system what they need to have or what they really should have. It would be my hope that this year something might be included in the legislation which would require that any new vocational school districts would have to have a certain number of industrial and business representatives as members of the board so that industry does become an active part in these communities where vocational school districts are in operation. I have seen too often in the community where I live today, what has happened when industry and the educational system are not able to get together. Certainly we do have a vocational school being built in Wayne County, and as a result of this, the industry in that area has taken an active part in its development. Industry is actively working with the administrators of that school district to evolve a curriculum so that when these young people graduate from that vocational school, they are going to have a diploma in one hand and they are going to have the job in the other hand.

9/ A Case In Point

Douglas J. Phillips*

I always like to work with a group at this time in the morning because you're at the stage when you're not ready to go to sleep and you're about ready to fight, so let's see if we can exchange some ideas. We hope that we can communicate with you and get some ideas across to you. The job which we have to consider this morning, as I see it, is the field of vocational education and our ability to expand it. I have mixed emotions about that. I think there is some misunderstanding between industry and vocational education. I think perhaps we can clear up some of the misunderstanding this morning. I am going to share some ideas and possibly a little history with you and attempt thereby to give you deeper insight into the relationship between a large industrial organization and vocational education.

Historical Perspective

Let's go back to 1948, Ford Motor was in the process of reorganizing and expanding; they were looking for a place to invest 100 million dollars in industrial plants, create 12,000 jobs and start to work building engines for their cars. They looked around a great deal and selected Cleveland, Ohio, as a place to build their second largest multi-plant complex. Why did they pick Cleveland, Ohio? What did they need? Men—material—machines. They needed special material and special machines and special men. They felt that they could get these. The only place they had trouble was in getting skilled tradesmen and trained industrial supervisors.

What did they do about it?

They had to go to Canada and New York and other cities to bring in skilled tradesmen to meet their needs. They started what all industry must do today. Industry spends an estimated $20 billion annually for employee training, and development to make-up what vocation and general education does not do. We all know that vocational education has been the stepchild of education. It should be the one major concern.

Developments in Cooperation

In 1952 Ford Motor and Berea High School established vocational education in a college-oriented community.

To give you an idea of what has happened since the conception of the cooperation between the Berea Schools and industry, the Berea Schools did not have any vocational education. They were a college-oriented operation. They had a small industrial arts shop, and they were not equipped to handle any vocational education. We got together with the people and started working with them. We got all the material we possibly could from the Ford trade school, and the trades brought all that material to the Berea Schools. This included technical material. They got together and hired instructors, and they even hired some of our people. They got a real program going, and were running it on a two-shift basis. The other industries in the community began to say, "Gee, we need some of that." So they got involved in the program. Many smaller industries saw that this was the place where they could send their young men for vocational training. The program has developed a great deal. Today we are at the point where the people are going to bring a large vocational training center in the area—Berea, Strongsville, and North Olmsted. This is real progress for vocational education, and for the community. The community developed it and industry lent its hand in a cooperative way.

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* Mr. Phillips is the Supervisor of Training and Education for the Ford Motor Company, Cleveland, Ohio.

Certainly their program has also made major contributions to the success of the Cleveland plants. They have trained 364 skilled tradesmen. Let me give you the numbers by trade:

	70	Millwrights
	62	Machine Repairmen
	58	Metal Patternmakers
	3	Wood Patternmakers
	36	Hydraulic Repairmen
	67	Electricians
	40	Tool Makers
	20	Plumbers and Pipefitters
	10	Tinsmiths
Total	364	

Out of 1047; better than ⅓ of our skilled tradesmen.

Three Issues

Let's now look at some vocational education problems as industry views them today.

1. Changes in technology—things are moving so fast in some fields, our skilled tradesmen will be obsolete if they don't keep up.

One of the biggest problems is the change in technology. We have skilled training today which is obsolete. Many people in our society carry toolboxes around but they can't do the job which needs to be done because they don't understand the newness of the tasks and processes. There is new equipment coming into existence. Some of this equipment is not so new in design, but it so complicated and exotic that old techniques do not work on it. We need to keep these machines functional and operable. But we don't have anyone really qualified to maintain them. Some of this hesitancy to tackle "newness" is based on fear or awe. Therefore industry must develop training programs to cope with such situations. Technology does have the capacity to develop obsolescence. We think a great deal of our skilled tradesmen, and therefore, we feel a responsibility to provide training programs to keep them employable.

> 2. Industry spends a great deal for education and gets very little in return. Schools do not deal with our problems.

I think we realize the fact that industry has done a great deal for education. We are also realizing that we have to re-do practically everything that's done. An article in a recent journal points out that industry spends 20 billion annually for the development and training of their technical employees. If you look at Ford, the big taxpayers of the community and the numbers they send to school, you'd find that the industry is being most gallant. It is said that vocational education is a stepchild to education. I could go a step further to say that industry also is a stepchild to vocational education. Educators are always there with their hands out, asking for additional money for bricks and mortar and for facilities. In turn, I see very little time spent in counseling with industries to find out what they need. For what does the school see itself providing training? Is it training kids to keep them busy or off the streets, or is it trying to train them so that they can do a job in industry?

> 3. Students must come to industry to learn their jobs. A co-op student told a group of educators, "I learned a great deal at work that helped me at school, but I did not learn anything at school that helped me at work."

Industry is very interested at the present time in a systems approach to training. It is basically this:

1. Determine the job to be done.
2. Develop a performance test.
3. Design a learning situation to insure employee can do the job.

It deals with only the things an employee must know. Thic may be the key to the challenge and some of the problems we are facing at this time.

We have looked at the past and the presnt, let's take a look into the future. With the ever increasing changes we will be facing with the increased cost for education, industry and vocational educators must get together and deal with these dynamic areas that are associated with their manufacturing and processing technology if both are to be successful.

Summary

We have discussed some contributions made by vocational education. Some current problems, and some ideas for improvement. I am sure if industry and education can get together, vocational education will continue to grow in Ohio.

10/ The Business of Business

G. Robert Baer*

When faced with the need to expand or relocate, industry must consider the availability of machinery, money and manpower.

Requirements for machinery and money can be defined with fair precision. Determining the manpower requirements and the availability of people to meet these requirements is a much more difficult task. Yet all of these three considerations must be answered satisfactoritly for a new or expanded operation to start up without excessive delay or costs.

An expanding industry needs trainable production operators. These people should know what the general requirements of an industrial job are. They should have developed proper attitudes toward production work. And they should have reasonable skill in reading, writing and simple arithmetic. If the applicant possesses these qualifications, the employer can teach him in a relatively short time the specifics of his job.

An expanding industry also needs skilled craftsmen, experienced technicians and supervisory personnel. The growing use of tape or numerical controlled machines, computers and highly sophisticated control equipment requires specially trained people. In most situations industry does not have the time nor the facilities to provide for their training.

The community education system can provide three types of programs which can be extremely valuable to expanding industry. These are: 1) Vocational education at high school level; 2) Technical two-year college; 3) Special courses to meet specific industry needs (welding, use of measuring instruments, drafting, etc.).

When these programs are available, a community has a very attractive inducement to offer expanding industry.

Industry can assist programs of this sort in many ways. They can provide experienced practical instructors. They can aid the school in obtaining modern up-to-date equipment. They can assist in recruiting good applicants for the programs.

In recent years many industries have made some interesting observations:

1. A college degree is no assurance of success. Of the 10 percent or so in industry who have college degrees, many are working outside the field of their studies. Others who have college degrees seem to have little else.

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* Mr. Baer is the Director of Personnel and Government Relations for the Dana Corporation, Toledo, Ohio.

2. Industry is much less concerned with when the person stopped his formal schooling as it is when he stopped learning.
3. In staffing an educational center, emphasis should be placed on teaching ability rather than academic degrees.
4. Vocational and technical education needs to be made socially acceptable. The fact that many are literally shoved into college because their parents have established this goal may be responsible for much of our present day campus unrest. Too many college students are not finding personal satisfaction in academic pursuits.
5. The business of business is to make a profit by satisfying the needs and wants of society. This includes not only its material wants but its social wants as well.

While industry attempts to provide more challenging and interesting work and less drudgery and physical labor, industry still needs skilled hands; many more than can be found. But these skilled hands must have a commonsense intellect behind them. These must be skilled hands that can adapt to the challenging demands of our society. Skilled hands that are proud of the contribution they can make.

Modern, up-to-date vocational and technical schools can provide the most effective answers to these needs. I know of no better investment that industry can make for the future of our young people than to support the movement toward better vocational and technical schools.

THREE CHALLENGES TO VOCATIONAL EDUCATION

99/100

11/ How Can We Reach the Parents?

Richard O. Brinkman*

Reaching the parents of youth who could benefit from vocational education seems simple enough. But the problem deals with people; people os involved in a world of expanding knowledge that their adjustment to any problem, no matter how simple, is frought with frustration. To effectively communicate with parents we must understand both their society and their children.

An American, as you know, is characteristically dicotimous. As a parent he and/or she is both a source of strength and a source of conflict. His continual dissatisfaction is frustrating to all who work with him. This same trait; however, is the essence of manipulative rationality; that American dynamic that resolves that there is a better way to do everything.

The drive and freedom of the citizen-parent is the prime factor in the continued growth of the national economy. Our strength and perhaps the fate of the free world are dependent upon technical competence . . . doing things in a better way. But it's not enough to be merely dissatisfied. The citizen of today must contribute to, participate in, and benefit from the greatest anti-poverty program the world has ever known . . . free enterprise. He cannot be politically free unless he is economically free and in today's technical society, he cannot be economically free unless he has skills and abilities compatible with that economy. There is nothing, therefore, that is more important to freedom or to the dignity of man than his education. Parents know this, and want an educational progrm that will allow their children to both earn a living and live a full, free life.

Education traditionally preceded life's work. Today they co-exist. Everyone is a continuing student. Vocational education in its broad concept is now a fundamental necessity for an individual's well being . . . but until 10 years ago no voice spoke for it. It was a cul-de-sac instead of an open road to the future. Even educators, and many still do, held the assumption that it was a dumping round for academic failures. Today's parents know this concept well.

As a common American dream, our parents sought free enterprise. They wanted to work for themselves in a free market. We, as parents, were conditioned by a depression and three wars. Security and ultimately status became our goals. Our society has nearly destroyed the work ethic. Parents have been conditioned that to graduate from college is the only mark of distinction to be desired. They have a near mania for degrees . . . regardless of the interests and abilities of their children. It's been said that "Hell hath no fury like an upward mobile parent scorned."

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* Mr. Brinkman is Superintendent of the Springfield and Clark County Joint Vocational District and President of The Clark County Technical Institute.

Yet, we must remember that most of these parents are not high school graduates. They entered today's society before it became technologically oriented and many became contributing citizens with educational deficitncies that would be very inhibiting today. Their image of vocational education is 30 years old, it smacks of being second rate, terminal, and in some instances, one step short of a penal institution. While nearly all parents have had some school experience, the fact is that in a majority of cases it was bad. It's a wonder that they support schools at all . . . but they do.

"The earth is degenerating these days. There are signs civilization is coming to an end. Violence is everywhere. Children no longer respect or obey their parents." A contemporary opinion? No, that's from an Assyrian Table . . . circa 3,000 B.C. But today's youth do exhibit characteristics that must be considered if we are to communicate with their parents. Exclusive of long hair and short skirts, they have little pressing concern for earning an income. They are not emotionally mature but emotionally oriented. As most Americans, they do accept condescension. For them, upward mobility is not a goal, it is a necessity. Vocational education, to serve their needs, must be truly relevant and as exciting and innovative as the best that has taken place in the college preparatory curriculum.

Now; how do we reach their parents . . . Remember

1. They are looking for a better way to do everything.
2. They know that education is needed to participate in the American economy.
3. They have been conditioned to college for their children as a parental duty and personal status symbol.
4. As a whale they have a minimum educational experience of their own, and a dim view of vocational education.
5. Their children are not willing to accept a second rate, irrelevant program of vocational education.

In the discussions that follow perhaps you will want to consider some suggestions as starters:

1. Make education responsive to the world beyond the school.
2. Keep your perspective . . . . we need college graduates but only about 12 percent of our total.
3. Make vocational education relevant, innovative, first rate . . . and then some. Give it parallel status.
4. Get parents and students into modern businesses and vocational schools. Change their image.
5. Use today's mass media effectively. The PR men of business and industry can be of great assistance.
6. Inform parents of the upward mobility advantages.

In conclusion, your capacity for solution is communicative. It must reinforce both student morale and parental security. It must preserve the unique American right to fail yet enhance to opportunity to succeed by the free choice of vocational education.

12/ What of the Emerging Megalopolis?

David Hill*

The question of vocational-technical education is very relevant to what we're trying to do in the City of Cleveland. Before I talk to the specifics, as far as recommendations and suggestions I might have, I think I should explain to you what the City of Cleveland is doing in the area of economic development and manpower administration. In September of last year, through an ordinance of City Council, a new department of city government was created. The title of the department is Human Resources and Economic Development which I direct. The department has a responsibility to try to bring together the variety of fragmented manpower programs funded by the federal government into some sensible, logical pattern. In the City of Cleveland we have presently operating more than 20 separately funded manpower programs. Job developers of the programs overlap as far as their contacts with industry are concerned, and it is pretty much of a mess.

We shouldn't blame Cleveland for this because that situation is indicative of every major metropolitan area in the United States. The federal government, the state, and local leaders must all share the blame for this. Through the creation of the abovementioned department, we attempted to draw under our jurisdiction, or at least with some logical pattern, those manpower programs which are operating in the City of Cleveland.

On the other side of the coin, in economic development we have the responsibility of retention and expansion of industries in Cleveland. This is no easy job, I might add, not by a long shot. We also have the responsibility for the development of the small businesses with specific emphasis being placed on minority businesses in the inner city. We're not talking about the nickel and dime, mom and pop type store. We're talking about large business developments. We have been able to secure federal monies for these activities, including 1.6 million dollars from Special Impact money which has been given to the Hough Development Corporation. This is a solely-owned black corporation responsible for developing an inner-city shopping center and scattered site housing.

They in turn have now formed a profit-making company called Community Products, Inc. They're negotiating with auto manufacturers for long-term contracts involving rubber molding parts. We will supply the manpower for Community Products. This gives you some perspective of what we're doing in Cleveland as far as the city government is concerned in trying to solve these problems.

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* Mr. Hill is the Director, Department of Human Resources and Economic Development, Cleveland, Ohio.

Let me tell you about the manpower problem we have in the City of Cleveland. Last year our manpower programs placed approximately 5,000 people into permanent job situations. This year we estimate, if we can pull these programs together a little more effectively, that 6,000 people will be placed in permanent job situations. Certainly, we will place many more than 6,000, but we won't be able to keep them all on jobs for a substantial period of time.

These figures have a direct bearing on public vocational and technical education. In the City of Cleveland last year, we had 2,500 high school dropouts who did not get jobs. If we review 1967, I'm told the graduating class of our public school system in Cleveland was 6,200, yet during the same year, 4,500 dropped out of school. In 1968 we slightly decreased this dropout number. Of the 1967 dropouts about 1,500 found jobs. We can reasonably be expected to see these 1,500 show up again in the ranks of the unemployed. We also have an estimate from the Ohio State Employment Services that 15 to 16,000 people are unemployed in the City of Cleveland. I think this is a very conservative estimate. I believe there are between 20,000 and 25,000 hard-core unemployed people in the City of Cleveland at the present time. Let's get back to the 5,000 persons placed last year. In comparison to this 5,000, we had 2,500 school dropouts who did not get jobs. Thus we have already wiped out half the 5,000. If you consider the in-migration of Puerto Ricans, Appalachians, and Southern black migrants into the City of Cleveland which was about 2,500, you readily see we are simply treading water. All the manpower programs we have in Cleveland are doing no more at the present time, frankly, than trying to keep their heads above the water. Thank God for those manpower programs. But all this special effort is still not nearly enough. We have at least 20,000 unemployed people for whom we have to find jobs.

There are jobs in Cleveland, more jobs than we know what to do with, but most of the jobs in Cleveland are skill-oriented jobs. When we try to start matching our population of unemployed people who have no skills, to skilled jobs available we immediately see the problem. You begin getting to the relevant issues of this conference. I sincerely believe vocational-technical education is the key. I think the problem is going to continue unless we do something dynamic. Although I am not an expert on vocational education, I do know that the problem, frankly, is matching people with jobs. We are not going to be able to match people with jobs unless they have skills required for those jobs. I understand Governor Rhodes has said that jobs are the key to the restoration of inner-city problems. In part, I agree with him. It think he is right in that jobs are one of the components. I think you must consider housing and education as being equally important.

You can't resolve most of the problem without working on all three. Certainly, one of the most important elements is jobs.

Let us now talk about the vocational-technical education programs and the problems that we face right now. These situations can be corrected, if we are really willing to cope with them. Look at the legislation which is before you. Look at the amount of money proposed to be allocated. I think we have to consider some factors that may or may not be evident in the proposed budget. The process, as I understand it, and correct me if I'm wrong[1] as I'm not the expert in this area, is that vocational education serves only those people who are in the school situation. That's not so, is it? Because if it is so, I'd like to make a recommendation. I believe that unless the program also makes provisions to deal with the population that has already been dropped out or been forced out of school, we're going to miss the boat. I think also that vocational education should serve employed people who are stuck at entry-level jobs to upgrade them through developing additional skills or knowledge in those already employed. We must begin to build our priorities somewhere and I can think of no higher priority than to include in vocational education programs those people who most need the skills along with those still in school.

The people who do not have jobs and do not have skills or training are not going to wait for their children to be placed in the same situation. Their demands are sometimes extreme but very often legitimate. We must work out programs to provide adequate financing to include vocational-technical education for those people who are forced out of school because they could not be respondent to the system. The time for waiting has passed. The unemployed in our cities will wait no longer. We had better begin to deal with this problem in a realistic way. It relates to the relevancy of education in relation to vocational and technical occupations. It must also be resolved as to the type of program we conduct. Take, for example, those people who are forced out of educational systems. They're not going to be very responsive to going back to a system similar to that which was not responsive to them in the first instance. Simply put, we are going to have to innovate a little bit to give them a new kind of package and also to give them the kind of skills necessary through implementation of programs in order to make them productive. We heard Mr. Phillips this morning talk about efforts of the Ford Motor Company in its support of vocational education. I think this is commendable. However, I think that far too few businessmen are doing it. I'm talking about small businessmen and medium-sized businessmen and even the large ones. I think Henry Ford was one of the leaders in this movement. I think that the business community is going to have to take an active part, a demanding part, in their own vested interests in vocational-technical education.

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[1] **Vocational education enrollments in Ohio for out-of-school youth and** adults is twice that of secondary students. (Editors)

I think we have to develop a working relationship between the educational institutions and the business community and the local government. Yes, the government, because we are going to find that the government is becoming more and more involved in educational activities. The people going through training programs must also be included in program planning.

In think the instruction is furthered by the attitudes of the people who teach those courses. I think this is a very important factor. Other important factors are the instructors themselves, the kind of practical background they have, their educational background and the state education requirements.

If you had all the money you needed tomorrow for vocational education, it would probably take you another ten years to tool up the machinery, and I mean instructional machinery to really get a full-blown program into operation, especially if you adhere to the standards required to establish quality programs in some of the vocations at the present time. I think that those people from private industry who have the occupational skills can continue to be used as instructors. Certainly, the colleges have not, in recent history, geard itself on a large scale toward developing skilled and technical occupations teachers.

I've pointed out a number of problems, but I think one of the most serious is that we have to start orienting youngsters while still in junior high school to the reality of the world of work. We have the job of getting a work attitude instilled in the educational systems as well as in the home. This is one of the most difficult thinks to do. The attitude of the general public needs to change, too. If one mentions vocational education to the average citizen, his first reaction will be—what is that? The scond thing they'll probably say is that "I don't want my kids to go to one of those dummy schools." You see, we still have stereotyped archaic concepts about vocational education, even though they're rapidly changing. I think what is necessary is a massive education program in conjunction with the coordination and cooperation of private industry, vocational institutions, local government, and people to be served. But you have to educate the public because, when a parent discusses the future of this child with that child or with a counselor, that parent is going to say, "I want my child to go to college." It may be well that that child is not college material. If there is not an option to which the parent is aware of—and not a dirty option—that parent, nine times out of ten, is going to push the child toward college. This may not be the best thing for the youngster.

I think the Governor's program is one of the most fantastic and beautiful programs that I have seen in the area of vocational-technical education. I hope the Governor is going to be able to raise sufficient funds to do the job properly. I hope that the program is going to be relevant to the needs people who go through them and also meet the needs of industry. I also hope that through some mechanism we are going to involve, as we must, private industry, educational institutions, and the public in changing the attitudes of our citizens. I see vocational education as being the prime linkage between the skilled jobs and the unskilled labor force. If this type of training doesn't go a long way to resolve our problems in this area, then nothing will help. It is up to us all to make sure it does work.

13/ What is the Function of Guidance in Vocational Education?

Anthony Riccio*

My theme today will be from the musical "Oklahoma"—the selection is "The Farmer and the Cowboy Must Be Friends." It seems to me that one of the major difficulties that I have experienced in counselor education in the past ten years is the continual infigthing among people in vocational education and people in guidance and counseling. Today I propose to arrive at some solutions whereby we might begin to understand each other so that we would stop our infernal, eternal bickering. We might then both realize that we are in the same business.

We are involved in helping relationships, in terms of which we propose to help every American boy or girl, irrespective of race, religion, and ethnic origin or the section of the country in which he was born, to become the best person that he is capable of becoming—not only psychologically, but economically. We want the American dream, which consists primarily in every American boy and girl in this country getting a bigger piece of the action of the most bounteous nation on the face of the earth than did his parents and grandparents. Therefore, it seems to me, that the kind of bickering we have engaged in has done nothing to enhance the image of either of our groups—and it has done little to help our products—our students.

As I look at some of the kinds of difficulties we have had in our communities, it seems to me quite clear that one of our major difficulties is that school counselors throughout this nation have come from middle class, white-collar oriented backgrounds. These people have not had an opportunity to develop the understanding of and respect for the dignity of work as appreciated by people who earn their living by pursuing various other than white-collar jobs. One study conducted by Carl Herfel at Ohio State University demonstrated this problem quite clearly and further showed that the social origins of counselors are clearly unrelated to the manner in which most Americans earn their living. I think it's about time we recognized this phenomenon as a problem in counseling and started to do something about it.

So it seems to me that one of the major things we can interest ourselves in is the school counselor and how he relates to curriculum problems. To this end, the counselors should spend more time in examining and attempting to improve the curricular developments which are available in the schools of this nation. At the same time, we have been guilty of being heavily biased in favor of working with those students who come from middle class backgrounds and who are knocking at the door of the college. It seems to me that this is the major difficulty which we have had to deal with in vocational education.

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On the other hand, vocational educators have massive inferiority complexes. We have just heard a fantastic statement of how important tool and die makers are to the welfare of this nation, and yet when we begin talking to people about vocational education, they seem to degrade themselves continually in terms of their importance. So that, for example, I think the need for vocational education in this nation is so strong and so clear that there is no need for those of you who are in vocational education to quote those statistics that you present in such a defensive manner.

As a counselor educator, I am incredibly shocked at the manner in which data related to the need for vocational education are collected. I cannot tell a lie. First, a film strip is shown to all students. This film strip indicates quite clearly that students without some kind of skill or trade will be walking into a very cruel world. After the film strip is shown, questionnaires are distributed asking the students, "Would you like to enroll in a course in vocational education?" And we come up with astounding percentages. Eighty percent or so of the students indicate that they would like to do so. What this reminds me of is a cartoon I saw in *Stars and Stripes*. The soldiers were all getting ready to take leave and so that nothing serious would happen to them, they all received lectures on the horrors of veneral disease. Right after leaving the base, Sad Sack's friend attempts to introduce him to his sister. After seeing that movie, Sad Sack shied away strongly from ever meeting a woman at any time. It seems to me that the case for vocational education is so strong that we have no need to use notoriously questionable means for supporting it.

I agree strongly with the Governor of this state when he says that we should do everything possible to see to it that anyone who graduates from a school in Ohio is graduated with a diploma in one hand and a job opportunity in the other hand. So it seems to me that as we begin to look at the manner in which we are different, we must ask, "What are some of the kinds of things that might be done?" First of all, there is a study under way, by Ronald Clifton, in which he is attempting to discover how vocational educators throughout this state perceive the school counselor to be functioning. Essentially, he is asking, "What are the counselors doing in regard to vocational education which provides some satisfaction to vocational educators?" The study also attempts to find those functions that vocational educators are not satisfied with. We plan to study Clifton's data to determine what it is that we at the university, who are involved in training counselors, can do to insure a greater alliance between people in vocational education and people in guidance and counseling.

In a textbook that I recently wrote with Joseph Quaranta, we have established a pattern of organized guidance services that provided for special competence in vocational counseling. In our review of programs we began to find schools that had four or five guidance counselors at the grade levels, counselors for grade 10, grade 11, and grade 12, and so forth. We realize that there should be at least one counselor—a vocational counselor—who would have considerable vocational experience and who has had considerable vocational counseling training. This would be a preson who would, in effect, be organized vertically. He would be a counselor whose first task is to identify at the eighth grade level, a potential manpower pool of people who could conceivably profit from and who are interested in the various programs of vocational education that are available in our schools. In addition to this, this counselor—organized vertically—would serve as a major resource person to the various grade level counselors. Further, this counselor would not be expected to spend much of his time in the school proper. He would rather come to be a liaison person between the various industrial components in our community—the various employment agencies in our community—for purposes of finding out what the growing economic and industrial needs in our community are. He may then attempt to translate these needs into practices, experiences, and information which would be disseminated by the grade-level counselors in our schools. I know of no school which is organized in such a fashion.

Two years ago I served as a consultant to the Newark Public Schools. It was my understanding that the guidance program was being developed in this fashion. The person who hired me to do the consultant work left the school system, and they once more reverted to the central grade-level counseling. I think we have to begin thinking seriously about the fact that vocational counseling is such a specialty that not every counselor can be expected to have had appropriate industrial experience and appropriate knowledge in it to act competently. Rather, then, vocational counselors should be hired as specialists in vocational counseling who will spend a significant portion of their time serving as liaison men with the relevant aspects of our community which deal with vocational education. They would conseqquently serve as resource persons to those counselors who are by and large grade-level counselors.

The counselor must be viewed, it seems to me, as far more than a school-based person. The vocational counselor must be a person who spends a significant portion of his time relating to the community and who is highly cognizant of the implications of federal legislation for the program for which he is responsible. There have been a number of very positive steps which have emerged recently to help counselors in vocational education. I am tremendously impressed with some of the seminars which are being conducted in the

State of Ohio. I have attended a number of these seminars, as well as having taught at them. I was amazed at how ignorant I was—as a trainer of counselors—about some of the recent innovations in vocational education and what these things meant to the kind of work I was doing. By all means these programs should not only be kept; they should be enlarged. In addition to this, I am tremendously impressed by the fact that largely as a result of several Ohioans, such as Dr. Charles Weaver, we are now at the point where there is a Guidance Division in the American Vocational Association. I started reading A.V.A. literature, and believe it or not, I learned a good deal that I never knew, because, you see, I too am one of those middle-class people who thought that, "Gee, if my kid didn't go to college, there was relatively little we could do for him." I paid eleven dollars and it was well worthwhile; my position has changed significantly in this area. Membership in A.V.A. is one of the best bargains I've ever had.

The other thing that we have to do, if we are going to encourage more students to go into vocational guidance, is to have some research data, in terms of which we select people for programs in vocational education. When I served as a counselor in Massachusetts, Rhode Island, and Ohio, it became clear to me that whenever we placed a student into a college-bound curriculum, we always had positive criteria. We indicated that you—as a student—received "such and such" a score on "such and such" an aptitude test. Your grades were "such and such" and, consequently, we think you are college material. And, so, we've continued to direct people into this general area in this manner. We directed those people who did not reach these criteria into vocational education programs of one kind or another. And obviously any kind of placement program that uses positive criteria for placing people into one program and negative criteria for placing people into another program is establishing a generation gap—a spacious gap that is almost impossible to overcome. So, it seems to me that one major step we can begin to take into the area of vocational education and guidance is to begin using such instruments as the General Aptitude Test Battery by establishing norms on these instruments in terms of which we can say to the student, "For you to above this given point on the General Aptitude Test Battery." Vocational education programs, then, will not become programs into which people are dumped. Rather they will become programs built in terms of which people who have achieved positive criteria, and only those people who have received such positive criteria, are eligible for admission into the specific programs. Even if we have to set those norms lower, at least it is a face-saving device; it does indeed become a means whereby students can be proud of the fact that they were not *dumped* into programs, but rather that they scored high enough, on measurement instruments, to qualify for the kind of programs in which they have now been placed!

It seems to me, then, that when we talk about guidance, we have to talk about comprehensive guidance programs rather than the peculiar situations that exist in many of our schools today. Too often, guidance is like a cult; it is more like a religion than anything else. Simply because a given counselor happens to relate well with children, we assume he can deal with them effectively in all problem areas. We should begin to face up to the fact as our schools get larger and as the counselor-pupil ratio goes from one to five hundred to one to four-hundred, we really have to identify one person in our guidance program who is more knowledgeable on vocational education than are the other counselors, and whose major function will be to do some in-service education with these other counselors in order to help these people to become better informed on the kind of opportunities that are available in vocational education.

One major weakness of vocational education that interested me as I did some reading in getting ready for today was this: very few seem to know what happens to people who graduate from vocational education programs. We know, for example, that at Ohio State only forty out of every one hundred who enroll at Ohio State finish in four years. We have some idea, you see, of what happens to people who are in college preparatory programs and who go on to college—although, I might add here, that the findings of Dr. Collins Burnett's study indicated that there doesn't eppear to be any significant relationship between what kind of program a person pursued in school and how well he does in college—but what indeed does happen to people who graduate from vocational education programs? Is the vocational education program considered to be a failure if a person who decides that he is going to do his work in automotive mechanics and leaves the program after only five years to become an automobile salesman? I don't think so! I view vocational education as largely being an entry opportunity into the world of work. The kind of development that comes later is something that is predicted largely upon the emerging needs of society, the development of the individual and individuals, and the kinds of opportunity that present themselves in a gievn community. But it seems to me that the first thing we have got to start doing is literally backing up to see clearly what does happen to people who graduate from a vocational education program. This, perhaps, is the most single significant way that we can begin to look at our products for purposes of improving our programs.

Those of us in guidance and counseling and those of you in vocational education must resolve one major problem that separates us. The single most significant problem, I think, that separates counselors from vocational educators, is expressed in terms of our varying conceptions of career- orientation programs. Every counselor educator that I know, when he hears the phrase career-orientation programs, is talking about making it possible for every boy and girl to know more about what kinds of opportunities are available to him in the kind of world in which we are living. Career orientation from the vantage point of the counselor is not a recruitment program—and I must admit that as I hear a number of my colleagues in vocational education talking about career-orientation programs, there seems to be somewhat of a focus on saying that this is about the only way we're going to be able to get enough people in our programs. This disturbs me. It seems to me that in our various career-oriented programs or group guidance programs at the junior high school level, our major concern is to help every boy and girl know what kinds of opportunities are available to them in school.. And that, as a result of group counseling, group activities, and especially in individual counseling, counselors help the students to identify for themselves, the particular program in which they are likely to enjoy greater success as developing human beings.

I would like to conclude my remarks by reading to you a parody of the Parable of the Good Samaritan that one of my students submitted to me. This parody exemplifies my feeling on vocational education and counseling, and also gives some indication of the kinds of tasks which confront us.

Now it came to pass that a certain student fell among evil companions. They stripped him of his time and of his allowance with riotous living, induced him to forsake his studies, wounded his pride, warped his attitudes, and left him outcast by his elders and fallen by the wayside.

And perchance there came that way a Student Personnel Worker who saw the fallen student. And as is the custom of Student Personnel Workers, he recorded it. And he also spake unto the students, saying, "It is written that every student that doth fall by the wayside should be helped. Our fathers never showed partiality. Would that I could help all students such as thou art, for then I would fain help even thee also." And when he had thus spoken, he consulted his book, recorded these sayings, and passed by on the other side.

And likewise there came that way an Educational Psychologist, and he looked upon the student and perceived that he was sorely beaten. He examined his allowance and found that it was empty. He enquired concerning his companions and lo, they were evil. He inquired also of the elders and learned they had all, with one accord, rejected him. Whereupon he devisd ingenious methods of measuring the extent to which the student's pride had been wounded and his attitudes warped. After scoring, averaging, and evaluating a multitude of these tests he became at last convinced that here, indeed, was a student that had fallen by the wayside.

And there also came that way a certain Psychological Counselor, who looked upon the fallen student and said, "How feelest thou?" And the student answered saying, "My pride is wounded, my companions were false, the elders have forsaken me; alas, for there is no hope." And the student lifted up his voice and cried out saying, "Woe is me, for my mistakes are grevious, and I have been false to my heritage. I pray thee, leave me now that I may mourn alone." And the Psychological Counselor said, "Thou wouldst have me go." And the student answered, "Thou sayest." And the Psychological Counselor made notes of it and passed by on the other side.

But there also came that way a certain Vocational Counselor. And when he saw the fallen student, he had compassion on him. He collected his scattered studies, poured the oil of empathy on his wounded pride, placed him in an appropriate curriculum, and straightened his warped attitudes. Moreover, he gave him his time and energy until he should be healed. He took him to a youth employment agency, and said to the agent, "Care for him until I come again, and if thou doest well by him, I shall speak well of thee to the elders." Also he himself reasoned with the elders, persuading them that the student no longer deserved to be rejected.

Which now, of these four, sayest thou, was counselor unto him who had fallen?

THE FUTURE

14/ Emerging Career Patterns in Manpower Development

Russell B. Flanders*

I've been asked to speak to you today about Emerging Career Patterns and Their Implications to Vocational-Technical Education—in other words, what the Bureau of Labor Statistics expects the manpower requirements to be in the nation's economy through the 1970's.

By necessity, the picture that I paint for you of the late 1970's or 1980 may resemble that of a color TV set located at the end of an airport runway. Because work on the forthcoming revision of the *Occupational Outlook Handbook* is not yet complete, the occupational picture has not been fine-tuned. I can, however, tell you the major *changes* that are expected to take place.

Our research indicates that the primary determinant of occupational requirements is the industrial composition of the economy. Of course, there are *other* factors, such as technology, hours of work, and the availability of certain types of manpower. But the primary determinant remains the growth of industries. So let's examine what 1975 and 1980 will look like in terms of industry change.

From this information we can see what is happening within the economy. With expanding economic activity, rising incomes, and more leisure time—among other factors—the nation's population is spending more money for entertainment, transportation, homes, health care, and is buying an increasing amount and variety of goods.

Perhaps the most dramatic change through the 1970's will be in farming, which is not a change as much as it is a continuation of a long-term trend. By 1975, we project that there will be a need for about 3-¾ million people in farming, compared with 7.5 million in 1950. By the end of the decade, this number may drop by about one-fifth below the 1975 projected level. In other words, close to 3 percent of the nation's civilian labor force should be able to produce all the food and fiber needed in this country by the end of the 1970's or 1980. What makes this statement dramatic is the fact that close to 30 percent of all employment persons worked on farms just about 50 years ago.

What about employment in nonfarm industries? About 68 million wage and salary workers were employed in nonfarm industries in 1968. By 1975, this number is expected to be about 76 million and, by 1980, nonfarm wage and salary employment may be more than one-fourth above the 1968 level.

To understand more clearly the dynamic changes that are and will occur among industries, let's talk about them in terms of *goods* producing and

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service producing industries. As you know, goods producing industries include mining, construction, and manufacturing. The service industries include transportation, communication, and public utilities; wholesale and retail trade; finance, insurance, and real estate; services, such as hotel, auto repair shops, and medical services; and government.

During the past few years, I'm sure that you have heard or read that we have become a service-oriented nation. To point out just how service oriented the economy really is, 50 years ago about 50 percent of all non farm workers were employed in service industries. In 1968, this proportion was up to about 65 percent. By 1975, about 68 percent will be in service industries. By 1980, we expect that approximately 7 of every 10 nonfarm workers will be employed in service industries. Our preliminary work indicates that the ***number*** may be a third above the 1968 level.

Within this group, industries are expected to grow at very different rates between 1968 and 1980. The services and miscellaneous industries should outspace all other sectors with an increase of more than one-half. Within this classification the greatest increase will be in miscellaneous business services, amusements, and medical services. Medical services alone will require between 1-½ and 1-¾ million additional workers.

Among the remaining service producing industries, government employment is expected to increase by nearly two-fifths—virtually all of which will be in state and local government; finance, insurance and real estate and trade both should expand by about one-fourth; and transportation and public utilities should grow relatively slowly—perhaps no more than one-tenth.

Now, what does the future hold for goods producing industries? First, manpower requirements in goods producing industries will grow by less than half that projected for service producing industries between 1968 and 1980. Even so, employment of wage and salary workers in mining, construction, and manufacturing *combined* may rise between 10 and 15 percent above the 1968 level. The differences in the rates of change among goods producing industries will be dramatic indeed. The need for construction workers may rise by close to two-fifths to construct and maintain the homes, offices, plants, highways and other facilities needed by our expanding population and economic activity.

As you know, wage and salary employment in manufacturing was less than 17 million in 1960. In 1968, the number approached 20 million. By 1980, the number may be one-tenth or more above the 1968 level. Conversely, the downward trend in mining employment is expected to continue, but the rate of decline should slow.

This relatively slow growth in manufacturing and the decline in mining is explained by the fact that, in general, these industries will be able to increase output substantially without corresponding increases in manpower requirements. Automation and mechanization are being introduced continually. To an increasing extent, machines dig the coal, control chemical processing, and control machining and other metal processing operations. They are used to cut trees, assembled parts, transport materials, and otherwise replace or ease the burden of workers. As these changes take place so do the skill requirements of workers. Jobs change, new occupations are created, and old ones are modified.

On this note, let us examine specifically the outlook through 1975 and 1980 for occupations. First, let us examine the trends in white-collar, blue-collar, service, and farm worker employment. White-collar workers, as you know, include professional and technical workers; managers and officials, clerical workers, and sales workers. White-collar workers have increased from less than 2 of every 10 workers in 1900 to more than 4 of every 10 in 1960. Somewhat more than 4.5 of every 10 workers were in white-collar jobs in 1968, and the upward trend is expected to continue. By 1980, *one-half or more* of the nation's workers are expected to be in *white-collar* jobs.

In 1956, the number of white-collar workers totaled more than the number of blue-collar workers for the first time. That crossover point was observed as being of tremendous significance in the economic history of this country. What will be said in 1980 when half the total work force—including white-collar, blue-collar, service, and farm workers—will be white-collar workers.

If white-collar workers have risen rapidly as a proportion of all workers, something must have changed dramatically elsewhere among occupations. That something occurred among farmworkers—that is, farmers, farm laborers, managers, and foremen. In 1900, close to 40 of every 100 workers in the country were farmworkers. In 1960, the ratio was below 10 of every 100. Today it is about 4.5 of every 100. By 1975, we project that it will be below 4 of every 100 workers, and, by 1980, a further decline is anticipated.

The changes have been less spectacular for blue-collar workers and service workers. Beginning about 1960, there has been a downward trend in the relative place of *blue-collar* workers. By 1980, they may account for about one-third of all workers, compared with about 37 percent in the early 1960's. Conversely, *service* workers, which include—for example—practical nurses and policemen—have risen in proportion to total employment. They made up less than 10 percent of the working population in 1900. Today, they account for more than 12 percent, and are expected to comprise more than 13 percent of total employment in 1980.

When we examine the occupational groups more closely, we find that professional and technical workers are expected to increase during the 1970's faster than the other types of white-collar workers—in fact, faster than any occupation group in the labor force. Over this period, professional and technical workers will increase by about one-half. Although virtually every professional and technical occupation is expected to expand through the 1970's, several are expected to record outstanding growth rates. The need for computer system analysts is expected to more than double. Other occupations that are expected to expand faster than average include: programmers, urban planners, recreation workers, and social workers. Rapid growth is also expected for economists and engineers. Requirements in many of the *paramedical* occupations are expected to expand substantially, some approaching the rates of growth in computer related jobs.

Moving now to clerical workers we find that, despite the computer and other office machines that are continually being introduced, the need for these workers should rise by perhaps more than a third. Among individual occupations, the need for computer operators is expected to more than double; cashiers and office machine operators will expand by two-fifths or more, and stenographers, secretaries, and typists, by about one-third.

The remaining white-collar workers—sales workers and managers—are also expected to grow through the 1970's. The need for managers should expand by more than one-fifth above the 1968 level and sales workers by nearly 30 percent.

Among blue-collar occupations, the most rapid increase by 1980 is expected in craftsmen and foremen. The need for these workers should be more than one-fifth above the 1968 level. Although our analysis is not complete in this area, it appears that business machine servicemen will lead the list of growth occupations in the craft group with an increase of more than 100 percent over the 1968 level. This is consistent with the rapid introduction of modern machines—including computers—into business offices. Other occupations that should show substantial increases in rates of growth include electrician, cement mason, bricklayer, glazier, operating engineer, plumber, roofer, sheet-metal worker, iron worker, and appliance serviceman.

Operatives as a group are expected to expand by less than 10 percent between 1968 and 1980. However, this is a large group and this increase represents about 1-¼ million workers. Much of this increase will be made up of truckdrivers and routemen, power truck operators, and service station attendants.

Little or no change is anticipated in the need for nonfarm laborers. This reflects the growing mechanization of jobs once performed by manual labor.

By 1980, the need for workers in service occupations is expected to be two-fifths above the 1968 level. Most of the increase in requirements will be in a relatively small group of workers, including the following: waiters and waitresses, cooks, hospital attendants, janitors, practical nurses, firemen, policemen, cosmetologists, and, of course, private household workers.

I do not wish to burden you with additional numbers, although I've tried to keep them to a minimum. It is important at this time to point out the major occupational trends. The major areas where the opportunities will be; what changes are taking place. These changes reflect the changing composition of industry in the economy and the impact of technology on occupational requirements within industries. Equally important, they indicate the increasing need for education and training to be a successful participant in our dynamic economy.

At this point, I would like to emphasize the fact that our manpower projections to 1980 for both industries and occupations are not complete. They will be complete and published later this year. Our projections to 1975, however, have been published for some time. We have made these available in several forms, but perhaps the most meaningful form for this audience is in terms of average annual openings for individual occupations. That is, openings resulting from *occupational growth* and from losses resulting from *retirement and death*. Any assessment for occupational training needs must take into consideration job openings resulting from the retirement and death of experienced workers. For many occupations, replacement needs are greater than growth requirements. Although the data that I will present represents projections through the mid-1970's, they do provide information on the magnitude of occupational requirements. Furthermore, these magnitudes are not expected to be significally different through the last half of the decade.

Running down the long list of occupations related to vocational-technical education, I come up with the following figures on average annual openings:

Draftsmen	16,000
Home economist	8,100
Surveyors	3,700
Bank clerks	26,000
Bank tellers	17,000
Bookkeping workers	80,000
Cashiers	60,000
Electronic computer personnel	14,000
Hotel front office clerks	2,800
Office machine operators	43,000
Receptionists	25,000
Shipping and receiving clerks	10,500
Stenographers and secretaries	175,000
Telephone operators	28,000
Typists	60,000
Insurance agents and brokers	13,000
Manufacturer's salesmen	25,000
Real estate salesmen and brokers	16,000
Salesmen and saleswomen, retail	140,000
Wholesale salesmen	25,[illegible]
Barbers	12,000
Cooks and chefs	44,000
Cosmetologists	43,000
Firefighters	10,000

Hospital attendants	77,000
Licensed practical nurses	39,000
Private household workers	180,000
Waiters and waitresses	64,000
Bricklayers	6,100
Carpenters	32,000
Operating engineers	16,000
Painters	19,000
Plumbers and pipefitters	16,000
Iron workers	4,500
All-round machinists	12,500
Instrument makers	3,700
Tool and die makers	6,300
Appliance servicemen	10,000
Auto mechanics	20,000
Diesel mechanics	4,400
Farm equipment mechanics	2,200
Maintenance electricians	7,300
Compositors and typesetters	2,700
Printing pressmen and assistants	3,100
Stationary engineers	8,200
Foundry molders	900
Foundry coremakers	500
Foundry pattern makers	400
Routemen	10,000
Over-the-road truck drivers	55,000
Local truck drivers	74,000
Machine tool operators	23,000

I should note that the Bureau's projections of manpower requirements are always developed within an economic framework and general assumptions about the future. For example, we assume rising economic activity and a gross national product in 1980 more than 60 percent above the 1968 level, in real terms. The level of economic activity projected is consistent with a national unemployment rate of 3 percent—only slightly below the rate that has prevailed over the last several months. Our economic framework reflects a peacetime economy—that is, a situation similar to that which existed prior to the Viet Nam buildup. Specifically, we assume that there will be about 2.7 million persons in the Armed Forces in 1980. This, in effect, is the setting within which our manpower projections to 1980 are being made. If any one of these assumptions is not realized, obviously our projections will not come about. For example, if we are engaged in war or have expenditures for national defense above those assumed in our projections, several industries and occupations would be affected. More people would be employed in certain industries, such as the aircraft, ordinance, and electronics industries, than our projections indicate. The requirements for engineers—needed in large numbers in defense related production activities—also, would perhaps be somewhat higher. But considering all the alternative assumptions open to us in projecting manpower requirements, we feel that those we have used are realistic. They reflect national goals and they indicate the trends and magnitudes of change that are expected by 1980.

In summary, they provide a solid economic base upon which vocational education decisions can be made.

I would like to close with a reference to a study funded by the manpower administration under provisions of M.D.T.A. This study is "An evaluation of the training of tool and die makers" by Morris A. Horowitz and Irwin L. Herrnstadt, of Northeastern University.

The purpose of this study was to develop and test a methodology which would help determine the combination or combinations of education, training, and experience which are most likely to yield highly qualified workers in specific occupations. The basic procedure involved interviewing, in depth, 500 tool and die makers in the metropolitan area of Boston.

In this study, several training paths were identified:*

On-the-job training
Vocational high school
Picked-up-the-trade
Apprenticeship
Vocational high school plus on-the-job training
Vocational high school plus apprenticeship
Miscellaneous

The effectiveness of each training path was examined in terms of:

1. The performance ratings given to the men by their supervisors.
2. The length of time spent in training, and
3. The amount of time the tool and die makers estimated it took them, from the start of training, after their formal schooling, to become all round craftsmen, and to be classified initially as toolmakers and diemakers.

I cannot list all the findings, but you'll be interested in the following few:

1. In the path vocational high school combined with apprenticeship, and the path vocational high school by itself, the proportion of better-than-average men was somewhat greater than in other paths.
2. The three shortest paths in terms of years of training were vocational high school (an average of 2.7 years), on-the-job training (2.9 years), and apprenticeship (3.4 years).
3. Only the path, vocational high school combined with apprenticeship, scored high on most measures of effectiveness.

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* In Ohio, vocational education is offered in vocational high schools, high school vocational departments, area vocational education centers, technical institutes.

4. It was not so much training but the kind of person attracted into a program that seemed to account for competency.
5. Although a large proportion of tool and die makers were well educated, a *substantial minority were school dropouts who* nevertheless succeeded in becoming accomplished craftsmen through various training paths.
6. Students with vocational inclination were given little or no occupational guidance at a point when they had to make a choice on educational programs. In general, there was a strong tendency of counselors in schools to denigrate vocational education.
7. The current emphasis on a college education and white-collar professional employment seems to be robbing the skilled trades of attractive entrants. The latter are more likely to go on to college or technical school in the hopes of becoming designers or engineers.

I would like to leave you with this thought. The importance of good vocational education training programs cannot be overstated. Many occupations for which workers are trained through these programs are key to the economy. If all the tool and die makers were suddenly eliminated by a new virus, the economy would come to a grinding halt in a matter of several weeks. Some types of professional workers could be hit by the same virus without the same dramatic impact on the nation's economy.

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